DOCUMENT RESUME

ED 038 781 EC 003 675

TITLE	Curriculum Guide for Teachers of Trainable Retarded Children.
INSTITUTION	Missouri State Dept. of Education, Jefferson City.
PUB DATE	Aug 67
NOTE	237p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$11.95
DESCRIPTORS	Academic Education, Creative Development, *Curriculum Guides, *Exceptional Child Education, Family Life Education, Health Education, Instructional Materials, Language Development, Learning Activities, *Mentally Handicapped, Perceptual Development, Physical Development, Safety Education, Self Care Skills, Sensory Training, Social Development, Trainable Mentally Handicapped, Vocational Education

ABSTRACT

Curriculum for the trainable mentally handicapped is developed on the primary, intermediate, and young adult levels. Units treat self care and personal health, interpersonal relations, safety education, and sensory and perceptual training. Additional units cover language, physical, and creative development as well as functional academics, home living, and vocational preparation. (JD)

EC 003 675

ED038781

CURRICULUM GUIDE FOR TEACHERS of TRAINABLE RETARDED CHILDREN

August, 1967

STATE OF MISSOURI
SCHOOLS FOR RETARDED CHILDREN

B. W. Sheperd, *Director*

STATE DEPARTMENT OF EDUCATION
Hubert Wheeler, *Commissioner*

H. Kenneth Kirchner, *Assistant Commissioner*
Division of Administration

ED038781

CURRICULUM GUIDE

The curriculum guide was developed through the cooperative efforts of all the teachers in the state schools for retarded and the administrative personnel. Committees four and six gratefully acknowledge the assistance given by Mr. C. W. Brewer, coordinator, Schools for Retarded and Extended Employment Sheltered Workshops.

CURRICULUM COMMITTEE CHAIRMEN

I	Self-Care and Personal Health	Karyn Stansbery
II	Interpersonal Relations	Verelle Peniston
III	Safety Education	Berniece Wilson
IV	Sensory and Perceptual Training	Phyllis Geppert
V	Language Development	Jewell Stevens
VI	Physical Education	Lou Adamson
VII	Creative Development	Harriett Kellogg
VIII	Functional Academics	Sue Faros
IX	Home Living	Mary Jo Kirkey and Janice King
X	Vocational Preparation	Blanche Corrigan

August 1967

Prepared under the direction of
B. W. Sheperd, Director State Schools for Retarded and Extended Employment Sheltered Workshops.

Dewey Bilyeu, State Supervisor, Schools for Retarded.

Schools for Retarded
State Department of Education
Jefferson City, Missouri

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CONSULTANTS

Mr. Dewey Bilyeu, State Supervisor, Schools for Retarded.

Mr. Charles W. Brewer, Coordinator, Schools for Retarded and Extended Employment Sheltered Workshops.

Mrs. Dorothy Cline, Graduate Student, University of Missouri.

Mrs. Nelle Dabney, Former Director of Special Education, Kansas City Public Schools.

Mr. Richard S. Dabney, Former Director of Special Education, State Department of Education.

Mr. Stanley Darr, Area Supervisor, Schools for Retarded.

Mr. Woodford L. Denton, Vocational Supervisor, Schools for Retarded.

Mrs. Mary Hayter, Area Supervisor, Schools for Retarded.

Dr. Donald D. Huddle, Assistant Professor, Department of Special Education Indiana University, Bloomington, Indiana.

Mr. Jess A. LaPuma, Consultant in Speech and Audio-Visual Services.

Mr. E. M. McKee, Area Supervisor, Schools for Retarded.

Mr. George Osborne, Area Supervisor, Schools for Retarded.

Dr. Bobby Palk, Associate Professor of Education, George Peabody College for Teachers, Nashville, Tennessee.

Mr. B. W. Sheperd, Director, Schools for Retarded and Extended Employment Sheltered Workshops.

Dr. James O. Smith, Professor of Education, Special Education, University of Kansas, Lawrence, Kansas.

Mr. J. D. Walker, Assistant Director of Extended Employment Sheltered Workshops.

INTRODUCTION

The first "Program Guide for Teachers" based on the knowledge and skills of the teachers who pioneered the program for trainable children in Missouri was issued in 1960. A revision of this guide was issued in 1963.

Professional growth of the faculty, increased insight into the abilities of trainable children, and the advent of locally managed state subsidized extended employment sheltered workshops has demanded the publication of a new curriculum guide. In this guide changes and additions have been made in those areas where study and evaluation have shown that we might more effectively train these children.

This guide will also be subject to revision as the program in the schools for retarded children continues to progress. A curriculum guide such as this cannot be exhaustive, but can only provide a frame of reference from which each teacher can build daily activities that will lead to the fullest development of each child's abilities.

Upon recommendation of the teachers the curriculum is developed on three levels:

Primary, largely made up of young children six to ten years of age.

Intermediate, largely consisting of an older group who are performing on a higher level than primary. (approximate age of ten to fourteen or fifteen years)

Young Adult, largely consisting of older teenagers who are preparing for transition to the home or workshops. (approximate age of fifteen or sixteen to twenty-one years)

There is often overlapping of level activities.

TABLE OF CONTENTS

		Page
	Program Philosophy	
	Program Aims	
	Overview	
I.	Self-Care and Personal Health	1
II.	Interpersonal Relations	15
III.	Safety Education	57
IV.	Sensory and Perceptual Training	75
V.	Language Development	87
VI.	Physical Development	111
VII.	Creative Development	139
VIII.	Functional Academics	157
IX.	Home Living	199
X.	Vocational Preparation	217

PROGRAM PHILOSOPHY

The trainable mentally retarded child is a precious individual who should be prepared to live in society to the extent of his capabilities. He needs and has the right to affection, happiness, a feeling of importance and independence. He has the right to be trained to the best of his ability; he needs to develop an awareness of himself and his relationship to others and to learn to live wisely and well in the environment in which he finds himself; where society will accept him understandingly.

PROGRAM AIMS

Every trainable child shall be offered an opportunity to accomplish to the fullest extent of his abilities the skills that will help him in his everyday living.

OVERVIEW

The trainable mentally retarded child within the training program will be presented material that will be within his frame of reference. In an effort to make all material meaningful and usable to the individual child, chronological grouping must be used.

(1) The Younger Child
(2) The Intermediate Child
(3) The Older Child

The responsibilities of each grouping must be to develop within the child the ability to move to the next higher level, remembering that each child will not master all of each level but only those areas that may be meaningful to him.

Goals for the Younger Child

(1) To become oriented to the classroom situation.
(2) To learn to follow group direction.
(3) To learn to respect school property and to use such material in a meaningful manner.
(4) To become an interacting member of his peer group.
(5) To develop to his ability the objectives of the program guide.

Goals for the Intermediate Child

(1) To become acquainted with the tools of learning.
(2) To develop at his rate and understanding the language and numerical skills.
(3) To develop into a responsible individual.
(4) To develop an interest in art, music, and nature.
(5) To become aware of the world in which he lives.

Goals for the Older Child

(1) To realize that he is an adult in the eyes of society.
(2) To develop work skills that will be usable in his continuing environment.
(3) To develop practical application of his understanding of language and numerical skills.
(4) To learn to perform as an individual in carrying out assigned tasks.
(5) To develop all his abilities, social and occupational, whereby he may take his place within his family and community.

SELF-CARE AND PERSONAL HEALTH:

Committee

Chairman:	Karyn Stansbery	Lebanon
Original Members:	Claribel Casey	Springfield
	Blanche Donaldson	Rolla
	Dorothy Schuster	Eldon
	Wilma Curry	Bolivar
	Mary Lorett	Ava
Reactor Members:	Judy Raspberry	Mapaville
	Nancy Henry	Mapaville
	Laura Sue Hoefer	Poplar Bluff
	Ivalee S. Hartsock	Kirksville
	Dorothy Bogart	Raytown
	Shirley Redinger	St. Charles
	Patricia Box	North Kansas City
	Mary Lou Hill	Kennett
	Judith Webb	Cape Girardeau
	Sarah Bauchum	Kansas City

SELF CARE AND PERSONAL HEALTH

General Aims:

1. To emphasize the importance of self help and good health habits.
2. To give daily practical experience in the phases of toileting, dressing, eating and grooming habits.
3. To develop knowledge of proper nutrition.
4. To develop habitually good health practices.
5. To promote socially acceptable sexual behaviors.

LEARNINGS	PRIMARY ACTIVITIES	MATERIALS & EQUIPMENT
To learn toilet routines	Handling clothing	Procedure: All beginners toileting should be handled as a formal learning situation. Each trip to the toilet should emphasize boys: unzipping fly, unbuckling belt, unsnapping pants, lowering clothing as necessary; girls: raising dress, lowering panties. Each trip should emphasize rezipping, resnapping, buckling, replacing shirt tail, checking for proper arrangement of clothing.
	Proper bathroom procedure	Procedure: Each trip should emphasize boys: raising toilet seat to urinate or using urinal properly; both: sitting correctly on seat when necessary, cleaning self properly, and flushing toilet. Materials: Filmstrip Reel 6 - Frames 2,3,4
	Wash and dry hands	Procedure: Turn on faucet and regulate flow of water, distribute soap well on hands, replace bar soap, scrub thoroughly, rinse thoroughly, turn off faucet, use one towel to wipe hands completely dry. Use of hand cream to avoid chap may be introduced. Materials: Soap, terry and/or paper towels, hand lotion (optional), Film strip, Reel 1-Frame 1

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn dressing and undressing	Manipulate fasteners and closures of clothing	Procedure: The teacher should provide a variety of opportunities for beginners to practice these skills on a regular basis. The teacher's approach should be consistent. Action songs and games may be devised to stress motion and position. Materials: Children's own clothing, child size mannequin with supply of clothing, ply-board with belt ends, swatches of material with buttons and button holes, snaps, hooks and eyes, zippers, etc., felt book with above closings as part of pictures.
	Remove and replace shoes and socks	Procedure: Emphasis should be placed on observing where heel goes, pulling sock onto foot first, sliding top up, putting shoes on correct feet, pulling tongue up, not breaking down counter. Materials: Children's own shoes and socks
	Lace and tie shoes	Procedure: Regular opportunities for supervised, consistent, methodical practice of these skills should be provided. Materials: Children's own shoes, spare shoes (un-mated shoes are often available at local shoe stores at no cost), dummy shoes, lace and tie boards.
	Remove and replace outerwear During cold months each arrival and departure should be utilized as a formal learning situation.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn good habits of eating	Use spoon and fork	Procedure: Stress three finger position holding spoon and fork. Stress the kinds of foods properly eaten with each utensil. Stress sitting upright and lifting food to mouth. School lunch periods are usable learning periods. Story play may be developed to further practice these skills. Materials: Standard eating utensils, child size tea sets, tables and chairs (optional)
	Use knife	Procedure: Have a beginner spread butter on bread for the whole group before lunch or at snack time. This task may be rotated.
3	Eat finger food	Procedure: Meal times and snack times will offer practice opportunities for neat management of finger foods.
	Use napkin	Materials: Paper napkins, child size tea equipment (optional)
	Drink from glass, cup, carton, and bottle	Procedure: Field trips to local grocery stores or lunch counters may be arranged. Children might be allowed to purchase, uncap and drink a bottle of pop. Materials: Standard glasses, cups, milk cartons, bottles, straws, etc.
	Emphasize eating main dish and vegetables first, dessert last, milk with meal.	
	Eat in a cafe, restaruant or cafeteria	
To learn good grooming	Wash hands and face	Procedure: Each before-meal period can be utilized as a practice period. Extra practice periods should be arranged, too. Materials: Soap, washcloth, terry and/or paper towel

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Brush and comb hair	Procedure: Beginners may have serious difficulty recognizing and utilizing image in mirror but a mirror should be present if possible and the student encouraged to observe mirror image. Emphasis should be placed on recognizing own comb and brush, holding comb and brush properly, drawing straight part, using spare hand to help position hair, smoothing all of hair to proper position. Recognition of neat hair and recognition of need for hair cut should be emphasized
	Use a facial tissue or handkerchief	Procedure: Some beginners have mastered the skill of blowing through their nose. If not, teacher may help the child learn the motor sensation by manually pressing his lips together while directing him to blow.
	Care for nails	Procedure: Emphasis should be placed on recognizing dirty, broken nails. Practice scrubbing nails with nail brush, soap and water. Materials: Nail brush, soap.
	Brush teeth	Procedure: Regular practice periods should be furnished. Emphasis should be placed on recognizing own toothbrush, wetting brush, squeezing small amount of paste on brush, brushing all sides of teeth with proper motion, rinsing brush, rinsing mouth, washing out brush, replacing brush, turning off water, recapping tooth paste, replacing toothpaste. Materials: Toothpaste and toothbrush for each child.

LEARNINGS	INTERMEDIATE ACTIVITIES	MATERIALS & EQUIPMENT
Self Help		
To practice good toilet procedure with only occasional inspection necessary	As intermediates have mastered skills and have established a predictable habit pattern, the teacher's emphasis will gradually shift responsibility for toilet practices to the Intermediate.	
To learn dressing	Manipulate fasteners and closures of clothing	Procedure: The teacher can furnish spare clothing with difficult fastenings and arrange regular practice periods. Cuff buttoning may be eased at first by having the child stand against a wall so that his arm pins his sleeve against the wall surface in an easy to reach position. He may be helped in buttoning collar buttons by looking in a mirror. Materials: Spare clothing, mirror
	Tie scarves	Procedure: Scarves should be tied in a double knot to anchor scarf firmly on head. Gallon plastic bleach bottles can be used as head models to practice on. Bottle and child should be placed facing same direction to most nearly coincide with real action. Materials: Scarf, modified plastic bottles
	Tie aprons When a child is able to tie a bow tie without looking, the teacher may attempt in regular practice periods to transfer this learning to aprons.	Materials: Apron
	Lace and tie shoes	Procedure: Practice bow tying on ribbons of contrasting colors fastened to edges of board. Lacing shoes should be very methodical. Lace on right side should always be leader. Child should thread same tip through both bottom holes, then put tips together and pull to even

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		lengths. Right string should go across, be laid down, lower string picked up and threaded across, right string should go across, be laid down, etc. Rhythmic movements should be established. Materials: Tie board, child's own shoes, spare shoes.
	Dress on own initiative with minimum inspection Reminders about up and down, right side out, front and back, correct shoe for foot, etc. should always be pegged to visual clues so student can be helped to help himself.	Materials: Fimstrip Reel 1, Frame 1
6 To learn good habits of eating	Use knife	Procedure: The teacher should use school lunch foods as available for practice materials for this skill. Additional practice can be arranged by providing child with a standard knife and fork and small shapes formed from plasticine clay. Materials: Standard school lunch foods and utensils, plasticine clay
	Practice acceptable table manners	Procedure: The teacher should stress the development of sufficient table decorum for the child to avoid unfavorable notice in public eating situations. Field trips to public eating facilities may be arranged to emphasize practice. A 'host' or 'hostess' to take the lead in beginning the meal, passing food, etc. may be chosen. The teacher should enlist parent cooperation in establishing manners that will fit the family social situation. Materials: Filmstrip Reel 6, Frame 2
	Use of napkin	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn good grooming	"Self care days" The teacher may choose to have "self care days" when children go through a complete series of grooming skills to develop mastery and independence.	Filmstrip Reel 6, Frame 2
	Bathe	Procedure: If the teacher has access to a tub, she may request the student to bathe at school occasionally to check his skill level in this area. She can suggest to the student's parents that the child be encouraged to bathe himself with inspection. Child may be introduced to deodorant, other cosmetic items connected with bathing at this time. Materials: (optional) bathtub, soap, washcloth, towel, deodorant, etc.
	Observe self in full length mirror	Procedure: The children should have access to a full length mirror and be encouraged to observe themselves. The teacher might tactfully point out good and poor areas of grooming in their own person. The child should be encouraged to notice himself and take pride and interest in himself.
	Care for nails	Procedure: Introduce nail clippers, emory board and orange stick with supervision. Regular practice periods should be arranged so they can learn to clip, smooth nails and push back cuticle. Materials: Nail brush, soap, clippers, emory boards, orange sticks.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Polish shoes	Procedure: Regular practice periods should be furnished. Child should lay newspaper on table surface, put on apron, choose proper color polish for own shoes, remove shoes, remove shoe laces, apply polish neatly and thoroughly, let polish harden or dry, brush or rub to shine, replace shoe laces, replace shoes, tie or request help in tying shoes, replace shoe polish and buffer, throw away newspaper, remove and replace apron. Materials: Aprons, children's own shoes, variety of shoe polishes, buffing brushes or cloths, old newspaper
	Shampoo hair	Procedure: Opportunities for girls to experiment with various ways of combing and restraining their hair should be provided. It may be advisable to arrange a routine time for all children to care for their hair. Materials: portable hair dryer, combs and brushes
	YOUNG ADULT	
To learn automatic response to modesty and procedures demanded by social custom in toilet routines.	Field trips offer opportunities for advanced students to observe and discuss varieties of toilet facilities and practices that they may not be familiar with.	
To learn to dress properly	Boys dress in white shirt and tie	Materials: Dress white shirt (in collar size big enough for all or one to fit each boy.) Tie (non-distracting pattern with good contrast in size between wide and narrow end.)

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Check dress for neatness and completeness	Procedure: The teacher at first may want to have the students hold a formal dress check on selves and each other. However, as student is able, he should be encouraged to take initiative for this task. Materials: filmstrips scrapbook
	Choose clothing appropriate for the occasion.	
To learn good habits of eating	Practice acceptable eating procedures	Procedure: The teacher should observe the student to be sure he retains all earlier learnings. Field trips to introduce the student to unfamiliar kinds of dining facilities may be arranged.
To learn good grooming	Teach boys to use both electric and safety razors.	Procedure: Electric razor should be used first. The safety razor may be introduced without blade for initial attempts. Materials: Standard bathroom fixtures, electric razor, safety razor, blades, lather or soap, pre-shave, after shave lotions, (optional), Filmstrip, Reel 1, Frame 29
	Teach girls to use both electric and safety razor	Procedure: Since very few girls will have access to a personal electric razor, use of safety razor should be stressed. Learnings may begin without blade. Girl should learn to disrobe as necessary, apply lather or soap suds, work in regular pattern around first one leg and then the other, rinse, wipe dry, rinse razor, put equipment away, redress.
	Field trip to barber shop Story play	
	Care for nails Procedure: Let each girl polish her own nails. Let the girls polish a partner's nails.	Much the same procedure will apply to armpits except that special caution must be taken due to awkward position and tender skin area. Use of deoderant may be introduced with this area of learning. Cooperation with home should be enlisted. Materials: Safety razor, blades, lather or soap, deodorant.

LEARNINGS	PERSONAL HEALTH ACTIVITIES	MATERIALS & EQUIPMENT
	PRIMARY	
To learn difference between edible and non-edible food	Categorize things that can be eaten and things that must not be eaten.	
To learn to eat different foods	The teacher should insist that all beginners eat a bite or two of every food on their plate.	
To learn that some foods must be prepared for eating.	Give beginners raw garden vegetables to be cleaned for lunch or snack time.	Materials: Unprepared foods
	INTERMEDIATE	
To develop some understanding of how disease is transmitted	The teacher may have the child cough on a mirror or sheet of paper, etc. and show him the moisture that he has expelled pointing out that this moisture carries the germs of his cold to others in the room.	
To learn to take medicines, shots and examinations with minimal apprehension	Story Play Field trips Read appropriate stories	Materials: Doctor kits (optional), story books (see bibliography) (optional)
To learn functions of doctors dentists, hospital	Field trips School visits by medical and dental personnel Role playing Flannel board discussions	

Girls need to understand menstruation as a natural and necessary function of the female body. That menstruation is a sign of approaching adulthood should be stressed. The necessity of coping with flow to remain neat should be stressed. The necessity of regularly changing pad, neat disposal of pad should be stressed. The purpose of the pad and sanitary belt should be understood. The necessity of maintaining unusual cleanliness during menstrual period should be explained and stressed. Modesty should be stressed. Practice in fastening pads is useful, particularly if there is a female manikin available. The teacher should not stress the bodily discomfort that sometimes occurs, but if one of her students experiences these sensations, she may be of help to the student by pointing out the temporary nature of the discomfort and lack of danger in menstrual pangs. She should never refer to the menstrual period by any slang name and discourage negative references to the period by her students. Her own attitude toward the student's initial learning struggles should be casual and sympathetic. The femal teacher should make it clear by her actions that she is available to help if needed in changing and positioning pad and should avoid show of either discomfort or at the other extreme, immodesty.

Boys in the trainable group may not as often experience the spontaneous physical arrousals common among post-puberty boys. However, these do occur and sometimes cause the boy discomfort, fear, embarrasement or an urge to unsocial activity. The teacher should expalin these occurrences as natural happenings. Socially acceptable behavior should be stressed. The boy should be helped to find occupations that will relieve his tensions in an acceptable manner. For most trainable boys, this pattern of modesty and substitute tension relief will be their only approved public sexual habit pattern of their entire lifespan. Therefore, the teacher should try to instill this pattern as a habitual practice.

The teacher may be able to stress the role of the male and female in society in sufficiently lucid terms so that some trainables are encouraged to play their sex roles only to the extent they are able to fulfill the responsibilities. However, much of the sexual education of the trainable will need to be limited to concrete do and don't. Such learnings need to be of the nature that will allow him to pass unnoticed and by the camouflage of being unobserved allow him to be free of victimization. The student should be encouraged to always tell his parents where he will be and who he will be with. Modesty and lack of public display of person and impulses should be stressed as definsive measures as well as socially desirable learnings. Learnings concerning respect for other's privacy and person should be stressed. The student's home situation should be considered in sexual education. Some homes may give the student little support or protection and these youngsters are in particular need of the guidance and support of the Training School in sex education. The teacher may wish to keep a cage of mice or rabbits at school to use in teaching reproduction. Some simplified chart and film material is available through public health services and libraries.

The teacher should recognize that while it is generally recommended that normal children receive sex education as their questions indicate readiness, the trainable child is generally unable to form questions to seek needed information. The teacher should provide sexual information as it is needed on an individual basis.

BIBILIOGRAPHY

Jones, Marion, How To Tell the Retarded Girl About Menstruation, pamphlet, Kimberly-Clark Corp., Neenah, Wisconsin.

Kirk, and Johnson, Educating the Retarded Child

Missouri Division of Health, A Boy Grows Up, pamphlet.

Missouri Department of Education, Instructors' Film Strip Manual.

Missouri Department of Education, Program Guide for Missouri Teachers.

N.A.R.C., The Three R's for the Retarded.

Perry, Natalie, Teaching the Mentally Retarted Child, Columbia University Press, New York 1960.

Pres. Comm. on Mentally Retarded, The Mentally Retarded: Their New Hope.

Pres. Comm. on Mentally Retarded, How to Bring New Hope to the Mentally Retarded.

Rosenweig, Louis E. and Long, Julia, Understanding and Teaching the Dependent Retarded Child, Teachers' Pub. Co.

Ryan, Mellie T., What Every Teacher Should Know.

A Visit to the Doctor, Golden Books Pub.

INTERPERSONAL RELATIONS:

Committee

Chairman:	Verelle Peniston	Chillicothe
Original Members:	Fern Jones	North Kansas City
	June Flint	Bethany
	Marie Eberting	St. Joseph
	Pat McAuliffe	Kansas City
	Marilyn Pearson	Cameron
Reactor Members:	Joann Austin	Popular Bluff
	Patricia Spiesz	St. Charles
	Itha Caskey	North Kansas City
	Betty Heisserer	Kannett
	JoEtta Campbell	Kansas City
	Hazel Carr	St. Louis
	Velma Harmon	Bowling Green
	Helen Gammon	Flat River
	Vinnie Smith	West Plains
	Gene Lewis	St. Joseph

INTERPERSONAL RELATIONS

INTRODUCTION

The most glaring deficiency of a trainable mentally retarded person is that of social deficiency. This deficiency immediately categorizes him in the eyes of some people as being less than human. Thus this area of Interpersonal Relations is very basic to the training of the mentally retarded. Unless he looks right, feels right, and acts right, he will not be given an opportunity to fulfill his potential, to use the academic and vocational skills he has mastered in school.

The learnings listed here are developmental, sequential, and measurable. The activities are not an end in themselves, but merely suggestions as to a few ways of teaching these learnings. The creative teacher will use them only as a foundation upon which to build, taking into consideration the pupils' individual abilities and needs, the materials and equipment on hand, and the resources and mores of the locale. The materials and equipment listed are but a few of the myriad of resources that can be used to teach and reinforce social adequacy. They are listed to make the teacher aware that physical materials are necessary to the teaching of intangible and spiritual attributes.

The underlying theme of teaching this area is that success or failure begins with and depends upon the teacher's mental health and attitudes toward the pupils. Unless you, the teacher, can accept, touch, laugh with, sympathize with, discipline objectively, see beauty in, and extend human dignity and respect toward these children; you can never hope to help them to look right, feel right, and act right.

INTERPERSONAL RELATIONS

General Aims:

1. To facilitate the growth of a desirable personality, provide tasks, materials and activities that will so furnish the child with a feeling of security, a sense of belongingness, and satisfaction in adequacy.
2. To develop social habits, attitudes, and skills so that each child, according to his ability and level of learning, will conduct himself in such a way as not to be immediately identifiable as mentally retarded.
3. To establish those habits, attitudes, and skills which will help each individual child to be a responsible and efficient worker to the maximum of his ability.
4. To help each child develop some special interests and abilities which will enable him to use leisure time constructively and for gratification.
5. To plan meaningful community experiences which will provide the child with a feeling of environmental security because he has learned basic concepts, by experience, of his physical environment which includes his immediate locality, the school, public accommodations, commercial services, and social and recreational agencies.
6. To lead each child to a sense of respect and reverence for those patriotic and religious activities which are accepted practices in most communities.

LEARNINGS	PRIMARY ACTIVITIES	MATERIALS & EQUIPMENT
Self-Awareness and Development - Becomes aware he is a person	Have child assemble all parts of face or figure puzzle which is cut straight across or vertically.	Songs: "My Head, My Shoulders, My Knees" "Put Your Finger in the Air" -Music Activities for the Retarded Child
	Assemble manikin from photograph of child cut out and mounted on cardboard, then cut into body parts.	
	Display individual pictures of each child Encourage child to find himself.	Individual pictures
Recognizes and responds to own name	Teacher makes nameplates for all the children and herself and says, "I am Miss ____. This is my name. You are _____. This is your name."	
	Greet each child individually as he enters the room. Let him know you are happy he is at school.	Songs: "Greeting Song" "Birthday Song" Music Activities for Retarded Child "Good Morning" -- Sing and Learn

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Label the child's belongings with his name. Print in large distinct letters.	
	Color cue names to aid recognition.	
Responds to simple directives	Teacher calls child's name and touches him at the same time. Use child's name in a directive, "Tommy, come to me."	Songs: (Action) "Chiapanecas"-Music Act. for Ret. Child "Looby Loo," "Mulberry Bush"
	Keep directives singular and very simple. Be certain you have the child's attention. Wait for response. Reinforce acceptable response.	
Becomes aware of his own sex	Sort pictures into two categories such as - Boy's clothes -- Girl's clothes Boy's toys -- Girl's toys	Boy doll and suitable clothes Girl doll and suitable clothes
	Qualify directives such as: "Boys will sit at the big table." "Girls will work at their desks."	
	When a child tries hard to accomplish a given task, teacher expresses approval with "good boy" or "good girl."	
Has basic concept of acceptable appearance and behavior	Remain objective. Never make child feel he is rejected. Help him to know you love him, and he is sweeter without the mucous, drool, etc. This is something he can easily take care of. You will help him remember to do it.	Kleenex
a. Blows nose when reminded		
b. Wipes drool when reminded		
c. Refrains from unacceptable body handling. 1. Picking nose 2. Biting fingers, nails or hair 3. Masturbation	Calmly give tissue to child. This cue, accompanied by a meaningful look, may be more effective than verbal reminders.	Song: "Clean Hands" - Sing and Learn
	Teach how to blow nose. Help if necessary.	See Area I - Self-Care

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
d. Returns from bathroom with clothes properly rearranged and closed. e. Makes an effort to control hyperexcitability. 1. Crying 2. Laughing 3. Perseveration	Keep children actively occupied with activities geared to their ability, with opportunities for success. A bored child will entertain himself with the nearest available object. Never let a child <u>just sit</u>. Keep his hands busy with manipulative materials. Decrease environmental stimulation that triggers hyperexcitability. Change the pace, scene or activity. Some children should not be exposed to experiences that will motivate most of the children, but only over-stimulate the hypersensitive child. Provide a quiet place with quiet activities to help him regain his composure.	Finger paints, puzzles, put-together toys, clay or pla-doh, beads to string, collection of pictures to sort and stack, sample book with swatches of cloth for children to feel. - Catalog Dept. of Mail Order Companies
Wants to participate in self-directed activities a. Directs self to object and picks it up. b. Uses object constructively and for a length of time relative to his ability. c. Returns object to proper place. d. Repeats action with many objects.	Keep a limited number of educational toys on shelf available to the children. Change the selection regularly. At same time every day tell children, "Go get the toy you want." When all children have chosen a toy, say, "We will play with our toy until we hear this noise." Set timer or clock. When timer rings, say, "Put your toy back on the shelf." Keep your goals realistic. Do not expect the young child to stay with one task too long. Increase time and complexity of task very gradually. Use this method with all school activities - coloring, cutting, painting.	Timer, alarm clock Crayons, scissors, paints and easel

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Group Behavior - Interaction with School Personnel		
Forms a close relationship with one adult outside of family (usually teacher). a. Communicates with pleasurable vocalization b. Expresses affection acceptably c. Brings "gifts" spontaneously	The teacher of the young retardate must be part mother - part teacher, forming the bridge between the security of home and the unknown world of school. At this stage reasonable physical expression of affection is both necessary and beneficial. Teach child to say all or part of teacher's name, or "teacher." It is important that he be able to summon you when needed. Be it rock, worm, or melted candy, accept the child's gift in the spirit in which it is given, with warmth and pleasure.	
Obeys when directed by words, gestures, and being bodily moved. a. Listens and responds to "No," "Don't touch" and "Sit down." b. Starts and stops all activities on commands or cues.	Expect the child to obey Be certain he hears and understands. Wait for the child to respond before repeating directive. Teacher goes to circle and requests each child in turn - "Come to circle," "bring your chair," "get me the book," "bring the pencil to me," "go wash your hands." Alternate by using cues rather than verbal directives, such as a chord on the piano, sing a phrase that they connect with a certain activity, etc.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Beginning to develop inner control but relies on adult help	Listen to the child; encourage his trust in you; sympathize with his hurts.	
a. Seeks help when hurt	A steadying hand on an arm or shoulder and a meaningful look from teacher can do more to help a child rally his resources for self control than a "Don't" or "Stop that!"	
b. Asks for and accepts help in daily school activities	Help only when help is needed, but acknowledge all requests positively.	
Recognizes all school personnel	Prompt children to greet all school personnel by name.	
a. Calls aid, bus driver, cook, and other teachers by recognizable sounds	Teachers should agree that children are subject to the authority of all school personnel and teach the children to respect and obey them.	
b. Knows which services he can expect from each		
c. Accepts the assistance and authority of each.	Help children to make "gifts" for the aid, bus driver, and regular volunteer helpers at Christmas, Valentine's Day, or on their birthday. Make a composite "thank you" card to present to someone who has rendered a recent service, such as helping with a field trip.	
Interaction with peers	Until child becomes school oriented, keep his labeled desk in the same location.	
1. Learns which desk is his and returns to it on command	Make a game of moving from desk to other areas of the room and back to the desk. Praise child who succeeds. Encourage child who fails.	
2. Develops a willingness to share and a desire to take turns.	During music time wait turn to use a favorite instrument.	Rhythm instruments
a. Understands "mine" and "yours."	Take turns being "first" in selecting a toy or getting in line.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
b. Uses school materials and equipment cooperatively	Share an activity - rolling or tossing a large ball	Large ball
	Take turns on playground equipment	Outdoor playground equipment
Learns to function as a member of a group	Provide ample group supplies, similar or duplicate toys. Give verbal attention to variant uses.	Set of small blocks, double easel and paints, picture cards, barn and animal set, doll house and furniture
a. Shows awareness of others by touching		
b. Plays alongside of another child doing much the same thing, without cooperation	Provide activity centers around the room that encourage participation and cooperation of two or three children.	
	Have a number of children play with a set of large blocks, Supervise closely.	Block buster blocks
c. Participates in teacher-led circle activities	Singing games, circle activities, rhythm band, action songs, finger plays, and counting songs offer opportunities for group participation.	Rhythm instruments, records
Learns to listen and respond appropriately to other children	Have a "show and tell" time when child relates experiences. Stress being quiet and listening. Clap for those who have something to share. "If we listen to them, they will listen to us."	
Minimize undersirable actions toward other children	Steps for teaching the meaning NO: 1. Immediacy-The punishment must meet the crime immediately upon the infraction.	
a. Control biting and spitting		
b. Control hitting	2. Capture the child's attention by taking his hands or shoulders and "squaring" him directly in front of the executioner.	
c. Control kicking		
d. Control pushing and grabbing	3. Shake finger of other hand - one good, determined skake, precariously close to his nose and say - - -	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	4. "No!" firmly and authoritatively, not loud, but with a stern frown.	
	5. Hold finger and frown for five seconds.	
	6. Then smile and administer a hug, this means "I like you - but I don't like what you are doing." and you hope to convey to the child the feeling that the teacher likes me, but she expects me to mind.	Steps for Teaching "No," quoted from Julia Malloy, Trainable Children
Acquires basic social habits	Dramatizing "Goldilocks and the Three Bears" and "Little Red Riding Hood" makes knocking on doors more meaningful.	Stories: "Goldilocks and the Three Bears" "Little Red Riding Hood"
22 a. Knocks before entering		
b. Invites, "Come in."	Structure classroom situations in order to emphasize use of amenities being stressed.	Child-sized play house, furniture, tea set
c. Responds in some appropriate way to "hello" and "goodbye."		
d. Shakes hands when another offers to do so.	Playing house offers opportunities for learning social graces, but must be directed in order for it to be effective	Doll-sized play house, furniture, flexible family group figures
e. Uses "please" and "thank you" with reminders.	Prompt child to make suitable courteous comments or replies to other children. Compliment the child on courteous words or actions.	Song - "Good Manners" - Music Activities for Retarded Child
f. Sits at table when eating		
g. Uses spoon or fork in preference to fingers.	Teacher sets example by never failing to use courtesies she is trying to teach.	
h. Doesn't gobble or wolf food	A teacher should eat lunch with her pupils and teach table manners by example	See - Self Care, Section I
Interacting with Family Recognizes family members as "my daddy", 'my mother,' 'my sister," 'my brother,' and others (Grandmother, etc.)	Cut out pictures of persons of both sexes and varied ages. Have children find the daddy, the mother, the baby, etc.	Manipulative family groups: flannel graph figures, flexible figures, block figures, puppets

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Use these pictures to assemble a poster depicting his own family.	
Makes an effort to say names of family members	Count and name members of each child's family.	
	Make a "My Family" book using photographs of child's family (one picture to a page). Keep these available on an open shelf for children to find their own and look at it as a self-initiated activity.	
Understands he is a contributing family member by:	Directed play with child-sized furniture, dishes, etc.	Play house, furniture, dolls, dishes, housecleaning equipment, cookies,
a. Doing simple chores at home comparable to school housekeeping	Actually wash the dishes, using soap and water. Sweep the floor. Make the beds. Set the table. Serve milk and cookies.	or crackers, milk, juice, or water
b. Using social graces learned at school	Teacher participates and uses "please" and "thank you," "hello" and "come in" and simple table manners. Keep it fun.	
	Make a very simple chart (pictorial) for child to take home recording the days he completed one chore such as dry the dishes. Send another chart, specifying another task, the next week.	"Now I Look" - John Day Company
Exhibits acceptable behavior when his parent or parents visit school.	Prepare child for visit whenever possible	Home visit, school visit
a. Greets parent and tells his friends who it is.	Help child to feel secure in his school life and encourage him to know that he has activities at school that his family is interested in and wants to see.	
b. Returns to task at hand while parent observes.	As parent leaves, help child by saying, "We must stay at school and finish our work. Then you can take it home to Mother." Always give him a substitute activity, a chance to save face, if he should succumb to tears and clinging.	
c. Can tell parent "Goodbye" without tears.		

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Develop environmental security Functional Experiences with public services		
Recognizes the policeman as a friend Recognizes the fireman as a friend	Use filmstrips, community helper manipulative figures, pictures, actual visits by policeman, fireman, and postman to help child know who they are and feel that they are someone who likes them and that they, in turn, can like.	Community Helpers: block figures, flexible figures, puppets, flannelgraph, puzzles, puppet playmates
Learns to respect the services of the telephone and the post office a. Realizes the telephone isn't a toy. b. Answers telephone by saying "Hello. I'll call mommy."	Give children experience with a discarded real telephone if possible. Never let them play with it. Use it as a directed activity. Children at this age need to have only limited use with a real telephone. Keep toy telephones in the play house for free play and to stimulate conversation.	Real telephone, toy telephone
c. Realizes the mail is important.	Locate mail boxes while on walks.	
d. Never disturbs the neighbor's mail. e. Brings in parent's mail and puts it in specified place.	Let each child mail a letter with his parent's name and home address on it. Children go as a group to bring in school mail and place it on teacher's-in-charge desk. Caution, 'Mail is important. We help, but we are very careful." In Parent-Teacher conference emphasize what you are trying to teach their child concerning the telephone and the mail and ask for their cooperation.	Put-together toys: telephone mailbox truck with highway signs
Functional experiences with commercial services With adult supervision, two or three primary children can visit a local business place and behave acceptably. Grocery store, dime store, restaurant	Set up play stores in the classroom. Direct play carefully. Convey to the child that articles displayed belong to the store and are not to be taken unless some exchange is made.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Schedule field trips after careful advance planning. Have a specific purpose for each trip, such as to buy cookies at the grocery store, a small toy at the dime store or some article needed at school, or to order a soft drink at a restaurant.	
Functional Experiences with local recreational facilities With adult supervision two or three primary children can go to local recreation areas and behave acceptably. Neighborhood Parks, Swimming Pool	Point out and discuss local recreation areas while on walks or school excursions. Teach correct playground behavior on the school playground, stressing this is the way we behave at the public playgrounds. If at all possible, have a school swimming program. This will insure good behavior at the public pools. The child will know what to do, he will feel at home and he will not draw attention to himself.	
Functional experiences with patriotic and religious norms. Recognize the American flag when he sees it, and responds to it in an acceptable manner. a. Grasps a minimum amount of its significance. b. Makes an effort to stand at attention and repeat the Pledge of Allegiance in unison with others.	Begin every school day with some activity built on the American flag, usually the Pledge of Allegiance, repeated clearly and slowly by the teacher while children for the most part will only make pleasurable vocalizations and respond by emulating teacher's posture. Have one child hold the flag while others stand erect, right hand over heart, and look at the flag. Praise effort. Teach the young child to say, "This is my flag. It is red, white, and blue. I love my flag. I love my country."	American flag Note: Each classroom should have a flag. Do not let the children play with it.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Ride around town on days when flags are ordinarily flown and look for flags.	
	Fly the school flag everyday, except in inclement weather.	
Recognizes prayer and responds to prayer in an acceptable manner.	Never expect a child to stop some noisy and playful activity and immediately assume a prayerful attitude.	
a. Imitates an attitude of reverence when grace is said at meals.	Teacher says a simple grace before eating. Children attempt to say it in unison with her.	Puzzle, "We Say Grace"
b. Responds to public prayer by being quiet.	Teach child to wait until grace has been said before starting to eat or drink.	
	Stress being quiet while others pray. This is about the only response that can be expected at this age.	
Able to appreciate and participate in a limited way in the festivities connected with some patriotic, religious, and traditional holidays. Halloween, Thanksgiving, Christmas, Valentine's Day, Easter.	Plan a school party for each holiday.	
	Decorate the room with seasonal decorations. Use art work done by the children. Convey to them the feeling that this is their room - they have made it pretty.	
	Expose children to modified activities usually associated with specific holidays. For instance, allow children to decorate their classroom Christmas tree and exchange gifts, make a real jack-o-lantern out of a pumpkin, make and exchange valentines, and color and hunt Easter eggs.	urable tree decorations, large pumpkin, boiled eggs, non-toxic dye

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Visit gaily decorated areas in your town and call such points of interest to the attention of the children as decorated store windows, Nativity Scenes, or a live Santa Claus. This can be done by riding around in a school bus and offers an opportunity to teach bus manners, since teacher ordinarily is not with the children when they are in the bus.	
	INTERMEDIATE	
Self Awareness and Development - Recognizes and expresses his own identity.	Finds himself in group photographs.	Composite School pictures Snapshots of school activities Newspaper clippings that include pictures of school activities
	Teacher makes silhouettes. Child colors hair, eyes, etc. Recognizes own silhouette among others.	
	Teach child to recognize and point to, write, or trace his own name, address, telephone number, age, and birthdate, according to his own ability.	Charts, bulletin boards, and interest centers displaying names, addresses, telephone numbers, etc.
Becomes aware of himself as a useful individual	Tell stories, inserting child's name to make him feel important.	Stories: "Just Like Me" - Scotts-Foresman "Like Me" - Childcraft No. I
	Set up a job chart with a job to be done by each child each day.	
	Display child's work and find some part of it to praise to visitors (in his presence)	Songs: "Put Your Finger in the Air" "M Is for Mary" "Greeting Song" "Everybody" - Music Act. for Retarded Children "Good Morning" "Thank You" - Sing and Learn
	Teacher creates a classroom atmosphere in which all children feel they are important to the teacher and that they have a place to fill, and would be missed if they were not there.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Is aware of right and wrong and often reminds others of misbehavior	This tendency can present its own problems. Tell child, "How nice that you can remember the rules. _____ feels bad because he forgot. Let's help him to remember."	
Is beginning to be realistic in terms of what he can do	Use charts to show child his accomplishments by use of stars or stickers.	Note: New tasks must be within reach, sequential, and rewarding when complete. Child will attempt new activities if he understands what is expected of him and has met with success in previous activities. As child progresses, goal increase is difficult, but must always be realistic.
Realizes some habits are distasteful to others and makes a conscious effort to control them.	Remind child quietly and privately of the need to correct such social offenses.	
a. Recognizes need to blow nose and blows it or asks for help.	If child has not mastered techniques of caring for these needs prior to this age, TEACH IT NOW. He can't do it if he doesn't know how.	See Area I, Self-Care Books: "All by Herself" "All by Himself" Tissues, physical training exercises, posters
b. Makes effort to control drooling and wipes chin if needed.	Allow children to get a tissue when they need it, without stopping to ask permission.	Songs: "Look in the Mirror" - Music Act. for Retarded Child "Clean Hands" - Sing and Learn
c. Tries to catch sneezes.		
d. Is distrubed when face is dirty, hair mussed, or clothing torn, and wants to do something about it.	Discuss the need to be clean and neat in order to make friends.	Filmstrip: "We Get Ready for School" - T.P.R.C.
e. Girls sit with feet on the floor and skirts down.		
f. Boys are conscious of an open fly and return to bathroom to zip up.	If child forgets, whisper a reminder to him, hoping he will get the idea this is a private matter, to be cared for in privacy.	Zipper and button boards Shoe model

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
g. Uses acceptable words or gestures to express bathroom needs.	Teach child to ask, "May I use the bathroom, please?" if they need to go other than routinely.	
Acquires some degree of work sophistication.	Have child perform tasks in the classroom starting with the most simple and graduating to the more difficult.	Pegboards, completely filled with various colors, with rows of single colors; pegboards, partially filled with set patterns; sewing cards; beads to string, any <u>set</u> and clearly understood assignment.
a. Follows through on tasks of his own choice and tasks assigned.	Periodically give child an opportunity to choose the task he would prefer.	
b. Works quietly at his own task without unnecessary talking.	Help child to realize just how much talk is beneficial and when he is hindering his own and his neighbor's work.	
c. Listens to directions before acting.	Prepare a set of cards, each bearing a simple direction. Play a game in which each child picks a card and carries out the task on the card, as read by the teacher.	Book: "Listen and Help Tell the Story" - Abingdon Press
	Play records and use finger plays or handies that require actions to simple directives.	Rhythmic Activities "Imitation," "The Stairs," - Educational Rhythmics for Handicapped Children
	Play a game where directions, such as "put your hands on your shoulders" are done by entire class at once. The child who misses the direction is out of the game.	
d. Puts away equipment before going on to another task.	Utilize cooperative clean-up activities.	Note: A neat room will encourage neatness on the part of the child. Materials: Job chart
e. Does not become upset when job or regular routine is changed.	Occasionally change routine and make it fun.	
	Routine changes should be introduced and explained before carried out if possible. Use calendar or clock to illustrate.	Day by Day Calendar Clock with movable hands

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Make slight routine changes everyday, such as: Change seating arrangement for different activities, change positions in line as children walk from classroom to lunchroom, etc.	
Group behavior - Interaction with School personnel - Has widened his world by forming close relationship with school personnel other than his own teacher.	Help child lessen his dependence on you by encouraging him to relate to other school personnel.	
	Always speak well of school personnel, make child feel that they like him, that there are many ways they can help him, that he must obey them.	
Calls all school personnel by name using Mr., Miss, or Mrs.	Teach children to greet and respond politely to requests of school personnel and visitors.	
	Teach child the correct response to routine remarks so that it will be an automatic socially acceptable reply.	
Has respect and not fear for persons in authority.	Teach respect, and not fear toward the person of authority with whom they are most familiar - YOU. Be worthy of their respect.	
a. Obeys adult as a matter of course.		Note: Firm insistence on obedience, with use of fewest words possible. State reason for restraint and make it understandable.
b. Likes to help adult.		
c. Asks for and accepts help from adult.		Note: Teacher sets the example by creating room atmosphere of helpfulness, relaxation, enthusiasm, and brotherly love. Speak kindly to them, act helpful toward them, act properly in their presence, listen to them sympathetically, although the solution to their problem is very obvious to you.
d. Expresses affection in acceptable way	Teach children to express their affection by giving them substitute actions rather than hugging, kissing, etc. Prompt them to say, "I like you" "You are nice to me." "You have a pretty dress." "I miss you when you are gone."	
e. Gives compliments spontaneously.		

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Shares his teacher's time and attention with others willingly.	Help children to realize that all are equally important to the teacher. Greet the children individually when they arrive and say goodbye to each one when he leaves. Teach children not to interrupt when teacher is talking to another person.	
Runs errands and carries messages from his teacher to other school personnel	Send the child to the office or to another classroom with written notes or to return them. Some children can carry verbal messages and should be encouraged to do so. Use a list in order to be certain every child gets an opportunity to be "errand boy." Use armbands to designate "Messenger" for the day.	Job Chart, Armbands Note: Cooperation between teachers is necessary. Treat the messenger with courtesy and take time to understand what he wants.
Interaction with Peers - Learns to function as a member of a group	Recognize and applaud the most minute evidence of social growth, such as parallel play where once there was no participation. Record progress in behavior journal.	Behavior Journals
a. Participates in a group activity for at least fifteen minutes.	Encourage child to join group by using circle activities.	Filmstrip and record: "Recognition of Responsibilities" -S.V.E.
b. Does not insist on his own way.	Provide opportunities for child to perform minor responsibilities to group. Encourage the isolate child to select a pal. Use "buddy system" when going on walks, field trips.	Filmstrip: "A Day at School" - E.S.V.E.
c. Conforms to "taking turns"	Provide a story time when each child tells something, however brief, to the whole group. The others listen like a polite audience. Praise both teller and listener.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
d. Prefers group activities to solitude.	Plan activities that require turn taking. Rhythm band encourages participation and gives practice at taking turns as each child in turn plays a favorite instrument or is band director.	Rhythm band instruments Records: "Let's Have A Rhythm Band," -Educational Records, "Honor Your Partner" - Square Dance Records "Marches," "Minuet," "Dance of Greeting" "La Raspa," "Children's Polka" -Music Act. for Ret. Child
Respects the property of others	Child is assigned own desk, chair, box for small possessions, place for clothing, towel, toothbrush. Label everything with child's name.	
a. Uses school equipment and materials cooperatively.	Display school materials on a table. Explain that these belong to all of the children and are to be handled carefully and shared.	
32 b. Will share or loan his own possessions.	Have child distribute identical small objects to three members of the class, including himself. He says, "This is yours; this is mine."	Filmstrip and records: "Respect for Property" -S.V.E.
	Remind child that things have owners. Sing songs that recognizes ownership of articles.	Song: "New Clothes" -American Book Co.
c. Asks permission to use property of others and remembers to return it.	Insist child ask permission to borrow toys, crayons, etc. Insist no child touches the possessions of another unless he has received permission of the owner.	
Uses and appreciates abstract words such as secret, promise, friend, prize, gift, neighbor.	Utilize opportunities inherent at the Christmas season to teach the meaning of secret (drawing names and keeping the identity secret.) Make gifts for family or friends and don't tell. It's a secret. Use "Autumn at Oaktree 7" filmstrips to illustrate the word "promise." Use this word often in interchange between teacher and pupil.	Filmstrips: "Oaktree 7" (all four color strips and records) - Eye Gate House, Inc. "Consideration of Others" "Acceptance of Differences" -S.V.E.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Use singing game, "Rig A Jig Jig" to illustrate the word, "friend."	Story: "Billy Goes to School" -Scott Foreman
	Teach children how to be friends using situations as they arise.	Puzzle: "Love Thy Neighbor"
	Set up room with desks as "houses along Happy Street." Call person in adjacent desk "neighbor." Encourage pride in keeping his own home intact and in respect of neighbor's property.	
	Use a "prize" as an incentive on occasion. Sometimes a small prize goes to everyone as they complete a task that is within the ability of all. Sometimes the "prize" goes to the winner.	
Has acquired social habits of sympathy for failure and congratulation for success of another individual.	Play games which any child could win, such as guessing which of your hands holds a rock, so that each child may have the experience of winning.	
a. Offers help to another child at appropriate times.	Teacher sets example by saying, "Good for you" when child is successful and "Better luck next time" when he fails.	
b. Calls for assistance when another is hurt.		
c. Is happy for child who has met with success.	Teacher shakes hands with winner and runner-up; encourages loser to do so. Since most retarded children love to shake hands, this takes the sting out of losing and substitutes acceptable action for unacceptable action.	Filmstrip and records: "Autumn at Oaktree 7" -Eye Gate House, Inc.
	Use "funny" to share a laugh, "not funny" for unacceptable behavior if a child laughs about his own or another's misfortune or misbehavior.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
d. Is sad when a classmate is hurt, ill, absent, or has misbehaved.	Use proper word and facial expression during roll call: "Ann is here. We are <u>happy</u>." "Ann is not here. We are <u>sad</u>." "We <u>miss</u> Ann." She is our <u>friend</u>."	
Learns to control disinhibited behavior	Maintain consistent attitudes to avoid confusions and lessen tensions.	
	Remove child from group if necessary until he can regain composure.	Screens or curtains to partially enclose "quiet place."
	As mediator of a conflict, inner or outer, make sure the participant knows what is acceptable conduct and what is not.	Remove toys or materials
	Substitute an acceptable activitiy for an unacceptable act.	
	Insist children cross their feet or fold their hands in circle or close contact situations to help them resist bothering others by hitting or kicking.	
	"Don't talk" and "Don't hit" are replaced by "Close your lips" or "Fold your hands."	
Has acquired the habits of being courteous and respecting the feelings of others. a. Uses spontaneously - Please, Thank You, Hello, Goodbye	Emphasize positive approach in preference to negative. Stress "please" and "thank you" at all times.	Note: A good example is a powerful influence. Teacher must be careful to practice religiously the courtesies she is teaching.
b. Uses "excuse me" with reminders.		
c. Replies to, "How are you?"		
d. Shakes hands.	Train to meet and shake hands with visitors, introducing themselves and others at appropriate times.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
e. Waits and walks in line.		
f. Allows others to precede him into a room.	Dramatize good manners shown in films.	Filmstrips: "Billy and the 'Manner Man'" "Good Manners make Good Friends" - T.P.R.C.
g. Opens and holds door for others	At end of day teacher recalls acts of kindness, courtesy, or self-control she has observed that day and rewards by bulletin board recognition, such as: Add names to Santa's list. Place gaily decorated egg with child's name on it in Easter Basket. Place balloon with child's name on it in clown's hand.	Rhythmic Activity: "Good Manners" (simplified version) - Educational rhythmics for Handicapped Children Records: "Ach du lieber Augustin" - Russell Label "Manners Can Be Fun" - Frank Luther
	Practice good manners in school lunchroom. Use praise and rewards to reinforce effort to conform.	Pocket Easel
h. Practices elementary table manners. (1) Uses napkin properly, (2) Eats slowly and quietly, (3) Asks to have food passed, (4) Eats neatly (leans over), (5) Does not belch at table, (6) Uses utensils properly.	Place a "blue ribbon" on table where "good manners children" are sitting.	Bulletin Board
i. Enjoys parties and entertaining others.	Divide children into two groups. Have No. 1 group entertain No. 2 group. Make cocoa or Koolaid and serve. Help them to converse. Invite mothers to a tea. Write invitations, decorate tables, prepare simple refreshments. Discuss afterwards. Compliment good points of the tea.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Interaction with Family Learns to recognize his family group as an entity and himself as a contributing member of that group.	Make personal family photograph albums for each child with a single picture and printed name to each page. Let child keep this book in his desk to look at when he chooses.	Manipulative family group figures; flannelgraph figures, flexible figures, block figures, puppets, puppet playmates, paper dolls.
Calls his own family members by their correct names.	Encourage child to share this book with you as you look at it together and he points to each and says, "This is my daddy. His name is _____." Repeat with each.	"Now I Look" - "Now I Read" -John Day Company
Is more knowledgeable about his family and their possessions.	Read stories depicting family life, inserting child's name wherever possible.	"Billy and His Family" -Follett Publishing Co., "In my House" - "Peek In" -Miss Frances' Books
a. Knows where siblings go to school.	Give children an opportunity to relate to others the happenings in his home over the weekend.	
	If a member of his family happens to be mentioned in the local newspaper or has a picture in it, call this to the attention of all.	
b. Relates activities of family.	Make scrapbooks of family pictures. (Helping, sharing, and playing.)	
c. Recognizes family car.		
d. Knows where parents work.	Build a house with removable roof. Have family figures working together and then change to playing together. Children can either make some furniture or use blocks. House can be built with Block Buster Blocks.	
Assumes responsibility for regular chores at home.	Make simple charts the children can take home to keep record of chores done at home.	Parent-Teacher Conference

	LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Enjoys having parent visit school or attend school programs.	Prepare children for parents' visit. Involve them actively with the preparations, plans, decorations, and entertainment.	Open House Christmas Program
		Display work around the room. Be sure each child has something to show his parents.	Spring Program School visit
		Discuss correct behavior when entertaining parents.	
		After the visit, evaluate and decide what we can do to make the visit more enjoyable for all.	
37	Develop environmental security - Functional experiences with public services		
	Is aware of basic services rendered by community helpers. a. Policeman - helps us cross the street, helps children who are lost. b. Firemen put out fires. c. Postman brings our mail. d. Doctor makes us well. e. Librarian loans us books.	To help child recognize public servants in their community, use matching games of matching type of clothing or equipment usually associated with the person, such as: traffic light - Policeman, etc. Visit the library, fire station, etc., and invite a different public servant to visit the school periodically, not more than one at a time. Prepare the children well for these experiences. Evaluate after experience. In many areas Bookmobile services are available regularly, if requested. This gives children the experience of checking out a book, caring for it, and returning it. Most bookmobiles provide films, also.	Song: "Who Am I?" -Music Act. for Ret. Children Pieces of Equipment: policeman's whistle or badge, policeman's cap, fireman's hat, postman's hat Toy Doctor's bag Toy Nurse's kit First Aid Kit Community helpers: flannelgraph, flexible figures, block figures, puppets, puzzles, puppet playmates.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Has begun to use the telephone as a tool. a. Can dial operator. b. Can dial home telephone number. c. Answers the telephone properly.	Call early in the year to reserve Teletrainer from Bell Telephone Co. This is free and they will leave it with you for a month or two, if requested. If possible, have a discarded real telephone as a piece of room equipment. Provide actual experience by allowing children who speak clearly to answer the school telephone occasionally.	Teletrainer, telezonia - Bell Telephone Company Personal Telephone Books Note: Using numbers alone rather than letters and numbers seems to simplify dialing for the retarded. Covering the letters on the dial further simplifies and facilitates their use of the phone.
Functional experiences with commercial services - Can go to local business places as a member of a group or with family and behave without embarrassment to self and others. a. Can order simple food in a restaurant. b. Buys small toy or gift in dime store. c. Buys one item in supermarket. d. Visits nursery or greenhouse. e. Buys a paper at newstand.	Play dining in restaurants, buying articles in other stores, calling attention to what will be expected. Arrange an excursion to a nearby restaurant for a dessert. Arrange with parents for children to buy Christmas gift for person whose name they have drawn at school at local dime store. This would have to be planned school activity with advance arrangements made. In the spring plan a visit to a nursery. Allow each child to buy a small plant which he is to replant and care for. Teach children to keep their hands to themselves on such field trips. Discuss the fact that items displayed belong to the store and one does not take them without paying for them.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Functional Experiences with Recreational Facilities. - Can visit recreation areas with a group or with family and behave without embarrassment to self and others.	Explain to children that there are some times when people may talk and laugh (run, sing) and some times when they must be quiet (walk, listen). Before going to various recreational areas, decide if it is a quiet place or a fun place.	
a. Bowling alley		
b. Theater		
c. Swimming pool	If at all possible, have a bowling and swimming program in your school. Children who can participate in a meaningful way at such places will not misbehave.	
d. Neighborhood Park		
e. Camping areas	Investigate camping possibilities for retarded children in your area. Make parents aware of this opportunity.	
f. Zoo	Prepare well for visit to zoo by stressing safety rules concerning people and animals.	
g. Spectator Sports		
h. Concerts	Include a short music listening time in your daily schedule. Teacher listens attentively, too. Select music carefully, use good music and seasonal music - music that requires no response other than appreciative listening.	Records: "A Golden Christmas Sing Along" "First Listening Experience" "Nutcracker Suite" "Pete and the Wolf"
i. Scenic areas	Draw child's attention to the beauty around us; snow, autumn leaves, flowers, rocks, birds, Christmas trees, butterflies.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Functional Experiences with patriotic and religious norms.		
Has developed positive attitudes toward flag and patriotic activities a. Can raise and lower school flag with help.	Weather permitting, display outdoor school flag daily. Teach correct way to raise and lower it. Make more capable children responsible for putting the flag up.	Large U.S. Flag Small U.S. flags for every classroom Pictures of flags
b. Can stand at attention and repeat the Pledge of Allegiance in unison with others.	Vary opening exercises, do not use same sequence of patriotic activities daily, in order for child to learn correct posture, words, and responses associated with each.	Original tape with Pledge of Allegiance, America, etc., with occasional reminders as to correct responses, for individual quiet time listening.
c. Can lead the Pledge of Allegiance as a school activity. d. Stands erect when he hears our national anthem.	Let children take turns holding the flag and leading the Pledge of Allegiance. Praise children who have behaved acceptably at this time.	Filmstrips: "A Day at School" -E.S.V.E. "Ann's School" - frame 38 -T.P.R.C.
e. Sings "America" in unison with others. f. Enjoys flag activities, and realizes the American flag is not to be played with.	Now is the time to organize Scouting Activities for the children. Such activities give the child a sense of belonging and help to emphasize and reinforce teachings concerning love of flag and country.	Souting equipment: scarves, hats, uniforms, insignia
Has acquired basic attributes of a good citizen. a. Knows the name of his town.	Discuss the name of one's town and state. In many schools there will be children from more than one town. Make a modified, enlarged road map to display in the room. This map will show location of these towns and the roads that connect them.	Modified road map, real road map
b. Knows the name of the current President of the United States.	Display pictures of the present President of the United States; the present Vice-President of the United States.	Pictures of current President and Vice-President of U. S.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Elect a room president and vice-president. Display a chart with their names and pictures.	
c. Feels a responsibility toward keeping streets, yards, and parks free from litter.	Good housekeeping activities practiced at school and on the playground will have a distinct carry-over in teaching children to put trash in correct receptacles. Emphasize "Do not be a litterbug" when on walks and field trips.	
d. Knows the boundaries of his own and school yards and does not go beyond those boundaries without permission.	Emphasize importance of not going into the yards of other people unless you have permission to go there.	
Has developed positive attitudes toward the church, prayer, and religious activities.	When learning days of the week, associate Sunday with church attendance for the majority of people.	Songs: "Do Lord," "Open Up Your Heart," "Jesus Loves Me," "God is Love," "Mary Had A Baby," "Church in the Wildwood," "In His Hands," "Thank you, God"
a. Knows which church his family attends.	Fill a scrapbook with pictures of every type of church building or religious activity you can find. Keep this available on a shelf for free browsing time. Child will enjoy finding a church that looks like his. Add to it from time to time with pictures brought by the children.	
b. Can say a simple grace before meals.		
Recognizes public prayer as an activity that requires a particular response. (1) Stands if others stand. (2) Otherwise sits quietly, with head bowed, and hands clasped in lap. (3) Assumes a prayerful attitude.	Teach children a simple grace, not a poem, one they can use as an adult. "Thank you, God, for our food. Amen" is sufficient. Do not be rigid in teaching correct response to the saying of grace. You are aware of church preferences of all of your pupils, be tolerant and do not offend.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Knows significance of own special religious holidays.		
Appreciates and participates in local observation of patriotic, religious, and traditional holidays.	Discourage classic folded "Praying Hands" position, as this will mark the adult retarded as infantile and different. Have children sit or stand quietly with heads bowed, hands clasped quietly in lap. Be cognizant of religious holidays of all your pupils and appreciate the child's desire to celebrate and discuss them. Intermediate children love holidays. Help them to enjoy them fully, by planning parties, field trips, decorations, and eating food associated with each holiday season. Take advantage of teaching opportunities inherent in each holiday.	Filmstrip: "Stories for Special Days" (filmstrip J) -Eye-Gate House Puzzles: Manger Scene, Our Church, The Little Choir, Now I Lay Me Down to Sleep, Saying Grace, We Thank Thee for the Food We Eat

YOUNG ADULT

Self Awareness & Development - To learn that the right choice of clothing and definite personal grooming will contribute to self-confidence and social adequacy.	Discuss the different seasons, specific activities, and concrete reasons to determine the correct choice of clothing. Sex — Seasonal School — Work Formal — Informal Recreation — Color	Filmstrip: "As Others See You," "Grooming For Girls" Charts showing proper attire for occasions. Pictures and articles of clothing Color blends Peabody Language Kit
Re-enforce previous learnings of individual interaction in group participation.	Dramatization of sharing: Equipment Possessions a. Personal belongings b. Property of others Games a. Being Leaders b. Being Followers Telephone Television Radio Record Player	Parent - Teacher conference Behavior Journal Oaktree 7

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Teacher's time and attention Use puppet family and act out class prepared stories	
Group Behavior - Interaction with school personnel To learn and develop those social habits which will tend toward the right relation of tolerance, loyalty, and confidence for those in authority.	Name those persons who make up the average school personnel group. Teacher-in-charge Teachers Cook Custodian Supervisors Aids Bus Driver Discuss and dramatize situations relating to school personnel.	
43 Interaction with peers - Learn appropriate behavior and standards that constitute socially acceptable behavior for young adults.	Discussion of desirable behavior: In the classroom In the workshop On the playground During field trips On the bus In the taxi At parties During recreation time Toward guests In public places In rest rooms	Stories Structured situation Filmstrip - MANNERS 8302 At School 8303 At Parties 8304 At Play 8305 While Visiting 8306 In Public Flannel board and appropriate pictures Actual situation experiences: Dining in a restaurant Attending a party Going bowling and swimming Riding in a bus or a taxi
	Practice the following general manners: Reply appropriately for gifts Make requests politely Enter into group conversation acceptably	Record 5 - Values 5 - The Best in Children's Literature. Posters depicting these.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Receive guests properly Offer assistance appropriately	
	Discuss the need to: Accept constructive criticism Keep a promise Keep a secret Observe modesty, respect privacy, and own body Develop the ability to respect and admire work of peers	
Be aware that some responsibilities must be rendered at a scheduled time.	Practice assigned work-share responsibilities at: Classroom clean-up time Preparation for lunch Daily classroom and school routine Party and entertainment time	Room chart listing duties and student names with daily schedule of time. Classroom clock - calendar Duties for committee members Assigned routine assistance with younger children

Develop the ability to communicate to a group	Introduce friends and family Assume leadership graciously Assume role of being a follower cooperatively Be able to follow directions in a sequencial pattern.	
Learn to contribute group information and to select appropriate subjects and information	Relate specific information to the class concerning: Current news items Weather reports Vacation trips Field trips Task procedures A story A movie	Radio Television Pictures Objects from field trips (Prepare simple word lists for recognition)

	LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Young adults must learn to stand, sit, and move with ease, confidence, and in an acceptable way.	Practice correct procedures in: Walking Sitting Standing Placement of feet and legs in sitting position Arrangement of clothing when sitting standing rising Discuss these activities:	Full length mirrors, sufficient practice space Attainment charts for motivation in these activities. Demonstration and practice charts and procedures
	Interaction with family - Learn to be an acceptable family member by transferring those social habits of tolerance, cooperation, honesty, loyalty, and the utilization of adult directives.	Do all tasks efficiently and cheerfully Receive guests properly Exhibit acceptable behavior toward family members and visitors Offer assistance appropriately Ask questions if procedure in some task is not clear	
45	To learn to use some previous acquired techniques to create items for gifts.	Make a scrapbook for a younger or a sick child. Weave in frames with loopers: pot holders, tote bags or swimming bags, rugs, place mats. Lace leather crafts: comb cases, billfolds, book marks, moccasins. Apply previous learned sewing techniques and make a gift. Apply previously learned wood working techniques.	Scrapbook - Suitable pictures, Christmas cards, Valentines Weaving frames Loopers Leather kits, Lacing
	To help students learn to use leisure creatively by providing ways to develop social fulfillments.	Provide activities of interest to girls and boys: Parties Games Indoor Outdoor Picnics Dancing Group singing Attend as a group: Baseball games Football games Theaters Parks	Adult sponsors transportation

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Participate in Community Recreation: Swimming Bowling Golf Girl Scout Organizations Boy Scout Organizations Handcraft projects	Necessary articles to participate in each type of sport. Girl Scout Manual, Boy Scout Manual, Make It Book - McCalls, Do It Book - McCalls, Handicrafts for Elementary Schools, Pack of Fun Magazine
Each student must acquire some knowledge of his environment and its function in order to participate to some degree of proficiency and to be secure in the community.		
Learn the basic services of public accommodations.	Visit a post office, buy a stamp, mail a letter.	
	Visit the fire department, participate efficiently in fire drills, recognize and dial the fire department phone number.	
	Become acquainted with a policeman.	
	A simple study of the gas company, water department, electricity, telephone company, public library.	
To recognize and appreciate school for its value to each student.	Give information to anyone who might ask the name of the school, its location, phone number, and the name and capacity of all personnel.	
Communication	Become familiar with common modes of communication: Telephone	Select familiar and most needed telephone numbers for a personal telephone book.
	Radio Television	Newspaper and program magazine guides.
	Telegraph	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Sirens: Fire Police Ambulance Storm warnings Newspapers Magazines	
Learn the location and use of those functional commercial services that might be useful to the young adult.	Take trips where one might go to purchase or receive services for the following: Food Medicine Clothing Haircut (boys or girls) Clothes cleaned Records Furniture Sewing needs Cosmetics and shaving necessities	
	Recognize family doctor and dentist name and phone number.	
Help the students learn to use the community recreational facilities.	Plan trips to: Parks Zoos Play grounds Clubs Hobby Craft Church sponsored YMCA YWCA Bowling lanes Summer camps Church activities Theaters Restaurants	Visit a dining place and order meal

	LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Develop an attitude of respect for one's own religion and the religion of others.	Participate in a project to share with someone less fortunate.	Refer to Church's Ministry to the Retarded
		Be able to discern difference between and show the appropriate emotion for: funny - not funny pretty - not pretty happy - not happy kind - unkind pleasant - unpleasant	
		Acquire the ability to be thankful.	
		Participate and relate the significance of own special religious days.	
		Be a worthy member of the community and accepted by community.	
48	To become confident of themselves as a person who can contribute to someone's happiness.	Make games and other materials that could be used by younger classes, siblings, shut-ins, or others:	
		bean bags	Sewing materials
		scrapbooks	Scrapbooks and pictures
		checker boards	Tag boards
		visit to sick pupils	Markers
		get well cards	Ply-wood
		flash cards	Sandpaper
		number cards	Paint and brushes
		seasonal cards	
		counting boards	See Section VII
		cookies	See Section IX for cooking equipment
		birthday cake	
		thank you notes	
		Teach another student or a group a song or a game	Find the necessary materials for the chosen activity.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Present and guide students in a brief and simple historical and geographical background. (Especially use any local historical events.)	State Capitol - Jefferson City, Missouri National Capital - Washington, D. C. Current State Governor Current National President Number of states in U. S. State and National Flag (Missouri) Colors in each flag Emblems Strips Handling of Flag Raising Lowering Folding	Geographic magazines, pictures, state puzzles, globe Fifty Stars (American Sing Book) Flags State Song National Anthem Pledge of Allegiance
	Patriotic, Religious, and Traditional Holidays: Halloween Thanksgiving (Pilgrims) Christmas Valentine's Day Lincoln's Birthday Washington's Birthday Easter Flag Day July 4	Calendars Room decorations Stories
	Location of: Missouri River Mississippi River City or town students live in	Missouri road map

BIBLIOGRAPHY

Antey, John W., Sing and Learn, New York, The John Day Co., 1965.

Bauer, Charles E., Retarded Children are People, The Bruce Publishing Co. Milwaukee, Wisconsin, 1963.

Baumgartner, Bernice B., Helping The Trainable Mentally Retarded Child, New York Bureau of Publications, Columbia University, 1960.

Bernstein, Bebe, Now I Look, The John Day Co., New York, 1965.

Bernstein, Bebe, Now I Read, The John Day Co., New York, 1965.

Carlson, Bernice Wells, and David R. Gingland, Play Activities for the Retarded Child, New York, Abingdon Press, 1961.

Cheves, Ruth, Instructor's Guide, Visual-Motor Perception Teaching Materials, Boston, Mass., 1966.

Connor, Frances P., An Experimental Curriculum for Young Mentally Retarded, Bureau of Publications, Teacher's College, Columbia University, New York, 1964.

Courses of Study for Elementary Grades, State Department of Education, Jefferson City, Mo., 1946.

Crow, Lester D., and Alice Crow, Readings in Human Learning, David McKay Co., Inc., New York, 1963.

Curriculum Guide For Teachers, Gracewood State School and Hospital, Gracewood, Georgia, 1963.

Curriculum Guide for Miller School of Special Ed., St. Joseph Public Schools, St. Joseph, Missouri.

Curriculum Guide, Trainable Mentally Retarded Children and Youth Special School District of St. Louis County, St. Louis, Mo., 1966.

Curriculum For The Trainable Child, Southern Wisconsin Colony and Training School, 1962.

Eberting, Mrs. Robert (Marie), A Church's Ministry To Mentally Retarded, Mo., Baptist Convention, Jefferson City, Mo., 1964.

First Aid Manual, (American Red Cross) Northwest Casualty Co., Seattle, Wash.

Gaitskell, Charles and Margaret, Art Education for Slow Learners, Charles A. Bennett Col Inc., Peoria, Ill., 1953.

Gingland, David R. and Winifred E. Stiles, Music Activities for Retarded Children, Abingdon Press, New York, 1961.

Goldstein, Herbert, The Illinois Plan for Special Education of Exceptional Children, The Interstate Printers and Publishers, Inc., Danville, Ill.

Guide For Teachers, The Education of Elementary Children Who Are of Retarded Mental Development, State Department of Education, Jefferson City, Missouri.

Girl Scout Manual

Hamilton, Lucy, Basic Lessons For Retarded Children, The John Day Co., New York, 1965.

Hamilton, Lucy, Basic Lessons For Retarded Children II, The John Day Co., New York, 1965.

Heider, Fritz, Psychology of Interpersonal Relations, John Wiley and sons, Inc., New York, 1958.

Horwick, Dr. Frances R., I Decided, In My House, and Peek In, Rand McNally Co., Chicago, Ill.

Hudson, Margaret, Identification and Evaluation of Methods of Teaching Severely Mentally Retarded Trainable Children, George Peabody College for Teachers, Nashville, Tenn.

Kirk, Samuel A., and Orville Johnson, Educating The Retarded Child, Houghton Mifflin Co., Riverside Press, 1951.

Manual For Boy Scouts, National Council, Boy Scouts of America.

Molloy, Julia S., Teaching The Retarded Child To Talk, John Day Co., New York, 1963.

Molloy, Julia S., Trainable Children, John Day Co., New York, 1963.

Montessori, Maria, The Montessori Method, Robert Bentley Inc., Cambridge, Mass., 1964.

Music For Young Americans Kindergarten, American Book Co., New York, 1959.

Music For Young Americans I, American Book Co., New York, 1959.

Nickell, Vernon L., The Illinois Plan for Special Education of Exceptional Children, 1955.

Perry, Natalie, Teaching the Mentally Retarded Child, Columbia University Press, New York, 1961.

Program Guide For Teachers, State of Missouri Training Program - Retarded Children, Jefferson City, Mo., 1963.

Research in the Management of the Mentally Retarded Child, Winfield State Training School, Winfield, Kansas.

Rosenzwaig, Louis E. and Julia Long, Understanding and Teaching the Dependent Retarded Child, Ed. Publishing Co., Darien, Conn., 1960.

Robins, Ferris and Jennet, Educational Rhythmics for Mentally Handicapped Children, Horizon Press Publishers, New York, 1965.

Rothstein, Jerome H., Mental Retardation, Holt, Rinehart and Winston, New York, 1961.

Scouting For The Mentally Retarded, National Council, Boy Scouts of America, Revised for M.R., Nov., 1966.

Stubblefield, Harold W., The Church's Ministry In Mental Retardation, Broadman Press, Nashville, Tenn., 1965.

University of Missouri, College of Agriculture, Agricultural Extension Service, Columbia, Mo., 4-H Circular 93, As Your Friends See You, 4-H Circular 89, Look Your Best.

REFERENCES FOR MATERIALS AND EQUIPMENT

Books -

Barrows, Marjorie, The Children's Treasury II and III, Consolidated Book Publishers, Chicago, Ill.

Gossett and Dauber, Children's Picture Cookbook, Wm. B. Scott, Inc., New York, 1944.

Hufford, Grace T., Laura Mae Carlisle, and Helen Ferris, My Poetry Book, John C. Winston Co., Philadelphia, Penn., 1952.

Johnson, Edna, Carrie E. Scott, and Evelyn R. Sickels, Anthology of Children's Literature, Sec. Ed., Houghton Mifflin Co., Riverside Press, 1948.

La Puma, Jess A., Speech Workbook, Training Program - Retarded Children, State Department of Education, Jefferson City, Mo., 1964.

McCormack - Mothers, Living Today, Science, Safety, and Health Series, McCormick - Mothers Co., Wichita, Kansas, 1957.

National 4-H office, Washington, D.C., 1957, 4-H Circular 94, You'll Like To Sew, 4-H Circular 95, Sewing Can Be Fun, 4-H Circular 96, Clothes For Summer.

O'Keefe, Maxwell, Zimmer, Health Series, John C. Winston Co., Philadelphia, Penn., 1954.

Pack-O-Fun, Craft Magazine, Boston, Mass., (Monthly subscription).

Simplicity Pattern Co., New York, Simplicity Sewing Book.

State of Missouri, Department of Education, Home Living Curriculum Guide, Grades 7, 8, 9.

University of Missouri College of Agriculture, 1957, University of Mo., Circular 568, Learn to Sew.

Wescott, Alite C., and Carlotta M. Scott, The What Is It Series, Benefic Press, Dallas, Tex., 1962.

Winston, Health Series, John C. Winston Co., Chicago, Ill., 1954.

Word Lists -

Words and Phrases Trainable Children Should Know, Speech Consultant, Training Program, State Department of Education, Jefferson City, Mo.

Workshop Vocabulary List, State Department of Education, Training Program, Retarded Children, Speech Consultant, Jefferson City, Mo., 1965.

Word List -

1. Clothing and sewing
2. Crafts and Industrial Arts
3. Foods and Homeliving
4. Good Grooming
5. Survival Word List (See Appendix)

Filmstrip -

Good Manners Filmstrip, Britannica Encyclopedia Inc., Wilmette, Ill., 1965.

As Others See You, Ideal Picture Corp., The Toni Co., Merchandise Mart., Chicago, Ill.

Your Hands and Feet
Grooming For Girls

Little Things That Count, Guidance Series, 192, Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, New York.

Oaktree 7, Eye Gate House Inc., 146-01 Archer Ave., Jamaica, New York.

25A Winter at Oaktree 7
25B Spring at Oaktree 7
25C Summer at Oaktree 7
25D Fall at Oaktree 7

Filmstrip Series, State Department of Education Training Program, Jefferson City, Mo.

Good Manners
Holidays
Clothing and Safety
Good Food
Transportation
How To Use Tools

Records -

Holiday Action Songs, Classroom Records LP 3080, Kimbo Records, Deal, N.J.

The Best in Children's Literature Series, Bowmar Records, 10515 Burbank Blvd. N. Hollywood, Calif.

Halloween Tales
Thanksgiving & Easter
Christmas Stories
February Days
Values: Making Decisions
Children's Classics
Imagination & Insight
What Do Sounds Mean?
The Five Senses
Transportation
Communities & Community Helpers
The Universe Around Us
Rhythms of Nature
Fun with Language

Holiday Action Songs, Classroom Records LP 3080, Kimbo Records, Deal, N.J.

Ach Du Lieber Augustin 33-308
Copy Cat Shadow 33-107 (A & B)
The Happy Farmer 33-302 B
- Russell Label

Let's Play Together
Let's Have a Rhythm Band
First Listening Experience
Nutcracker Suite
Peter and the Wolf
Marches
A Golden Christmas Sing Along
- Educational Record Sales

March Militaire
- Young People's Records

On Parade
- Coast Guard

SAFETY EDUCATION:

Committee		
Chairman:	Berniece Wilson	Kennett
Original Members:	Viriginia Williams	Kennett
	Evelyn Baker	Bloomfield
	Joanna Krone	Cape Girardeau
	Gene Francis	Cape Girardeau
	Judy Sides	Sikeston
Reactor Members:	Leola Curry	North Kansas City
	Kathrine Gretzer	Kansas City
	Susie Dent	St. Louis
	Marian Vahrenberg	Chillicothe
	Dorothy Lee	Sedalia
	Helen Moss	Neosho
	Thelm Roux	Potosi

SAFETY EDUCATION

INTRODUCTION

When the trainable child makes his entry into society, he finds himself surrounded by many dangers. He cannot depend upon his instincts altogether for self-preservation. His only hope lies in the acquisition of a well-grounded set of safety habits. These safety concepts should be taught as early as the child is able to comprehend. New safety concepts should be taught in keeping with the child's growth and development.

A safety program in the school should be positive and practical if the boys and girls are to acquire the needed safety habits for the protection of life and property.

Safety education must be correlated with every activity in the curriculum for the trainable child.

The most important step in the development of correct safety habits is their application to actual life situations. Therefore, the teacher should provide as many opportunities as possible for the practice of safety habits.

SAFETY EDUCATION

General Aims:

1. To create an awareness of dangers in the child's environment by providing practical experiences.
2. To create within the child the desire and necessity of obeying general safety rules so that he will not focus undue attention upon himself.
3. To increase the child's ability to size up a situation and foresee possible dangers.
4. To help the child realize that by not observing safety precautions he may endanger others as well as himself.
5. To help the child recognize real dangers and cope with them, and not to worry needlessly about imaginary or non-existant dangers.

LEARNINGS	PRIMARY ACTIVITIES	MATERIALS & EQUIPMENT
Home Safety - To learn to dial phone for emergency call.	Teach proper use of telephone	Telephone or telezonia kit
To learn to recognize dangerous objects and odors.	Classroom demonstrations	Objects and empty containers
To learn to be cautious on slippery floors or steps.	Wipe wet feet before entering house	Doormats, rags, and mop
To learn to clean up spills.	"Spills" and "clean-up" practice	Water, old cloths
To learn to use care when opening and closing doors.	Take turns being "doorman" at school Daily re-enforced instructions	
To learn danger of taking medicine without adult supervision		Safety posters, empty medicine containers
To learn to care for toys	Daily practice in playing and storing toys.	Toys, cabinet or toybox
To learn to care for pets	View film or filmstrip, read stories, bring pet to school.	
Safety in Cooking - To learn to stay away from stove while food is being prepared.	Classroom instructions to learn dangers involved.	Filmstrip, posters

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to recognize the odor of burning food	Classroom instruction by actual demonstration	Toaster & bread, hotplate, pan and food
Safety in cleaning the home - To learn to watch for rough places and splinters if cleaning windows or woodwork.	Actual experience with teacher	Rags, cleaners, mop, bucket and water
To learn to keep objects picked up off floor and stairways	Daily re-enforced instructions	Storage container
Safety in home laundry - To learn to keep washing machine or clothes dryer closed while in use.	Classroom discussion, "We use our toy washer, but this is Mother's."	Toy washing machine and regular home machine and dryer.
Safety in Sewing - To leave sewing machine alone.	Classroom discussion for awareness of dangers.	Sewing machine
To learn that thimbles, needles, pins, and buttons are not to be placed in the mouth.	Discuss dangers and proper storage of these articles.	Thimble, needle, pins, buttons
Safety in playing - To learn to have a definite place for all toys and put them there.	Personal example by teacher, demonstrations, classroom instruction.	
School safety - To learn to sit with both feet under the desk and on the floor.	Watching filmstrip, followed by discussion.	Filmstrip
To learn the proper opening and closing doors	Coloring duplicated illustrations and talking about the dangers involved.	Duplicated materials, crayolas
To learn proper use of scissors, and other sharp objects.		Posters and charts
To learn to keep pencils and other sharp objects out of mouth		Procedure: Encourage obedience to safety concepts at all times. Correlate safety with every activity in the curriculum.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Safety in halls and on stairways - To learn to keep to the right in the halls and on the stairway.	Practice in the hallways and on the stairways which have a center line designated. Learn which is the right side.	Masking tape or paint to mark a center line.
	Use miniature car racing set for older children and tricycles or wagons for younger children to explain "why" it is important to keep to the right.	Song: "This is the way we climb the stairs" sung to the tune of Health Song. Set of miniature racing cars, two tricycles and/or two wagons.
To learn to walk with care on slippery floors or steps.	Coloring duplicated illustrations and discussing the dangers involved in the pictures.	Duplicating materials and crayolas
Safety on the playground - To learn to put fruit peelings, paper, and trash of all kinds in the trash cans provided for that purpose.	Classroom instructions, demonstrations on playground.	
To learn to look ahead when running.	Line up with proper distance between pupils and practice.	
To learn to not run or play with objects in the mouth.	Classroom instructions, explain dangers involved.	
To learn to keep a safe distance when watching a game, or when others are using swings and other playground equipment.	View filmstrip, classroom discussion, actual demonstration on playground.	Filmstrip
To learn to not crowd, trip, or push while in line or while playing	View filmstrip, classroom discussion of dangers involved	Filmstrip
To learn to put all playthings away when finished with them.	Learn proper place for storage of articles and designate children to be responsible for storage.	
To learn to not go into the street after a ball or other plaything.	View filmstrip, classroom discussion of dangers involved.	Filmstrip, posters
On the School Bus - To learn to wait on the doorstep or sidewalk until the bus stops for you.	Continuous repetition of instructions	Filmstrip: "Safety on a School Bus"

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to sit down before the bus starts to move To learn to fasten seat belts	Classroom demonstrations with chair to use as bus or a bus may be built with boxes of plywood.	Duplicating Materials, Health and Safety 2
To learn to keep all parts of the body inside the bus.	Music: Sing, "This is the way we drive the bus"	
To learn to keep seated until the bus comes to a complete stop.	Filmstrip viewing	
Fire Prevention and Safety Measures - To learn what to do in case of fire	Definite signals for fire drill should be established. Conduct fire drills. Participate in fire drills.	Procedure: Fire drills should be held often so the children will know what to do when an emergency arises. Three short rings of bell system means "Fire Drill." Teacher immediately opens her classroom door and stands in the doorway. Children file single line behind the teacher and are quickly counted. If a child is in the bathroom or in another teacher's room, they report to their homeroom teacher immediately. Children file quickly and quietly out of the building at the closest exit, and are taken a safe distance from the building. Children are quickly accounted for and if one is missing, two adults supervise the children outside and the other adults re-enter the building with definite rooms assigned to seek the child. Note: In formal drill the children and teachers close the classroom windows and the classroom doors. The outside doors are closed when the last adult leaves the building.
To report any fire to the teacher or an adult and to stay away from it.	Classroom instructions, demonstrations, and discussions. Filmstrip viewing Postermaking Mark "EXIT" on outside doors Mark "DANGER" on inflammable materials Place "DANGER" sign near open flame heater	
Fire prevention and safety measures - To learn what to do in the event clothing should catch on fire.	Demonstrate use of coat, rug, blanket, etc. to smother flame. Demonstrate lying down and rolling.	
To learn to keep safe distance from open flame heaters		Filmstrip, pamphlets, workbook

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Street and Highway Rules - To learn to observe red, green, and yellow signals.	Discuss: When red means danger, when green means safety. In rhythms learn to respond to music that says "stop," "go," "fast," "slow." Use the drawing or cut-out traffic signal as the beginning of a "Safety Street" of cut-outs arranged on the bulletin board. Use electric stop and go sign Play the "Traffic Cop Game."	Materials: poster, color chart, etc. Record player, record Procedure: This may be drawing, a cut-out for the bulletin board; or a three dimensional cardboard signal using colored paper for lights. Stop and go sign, lumber, electric-wiring, light bulbs, three switches. Procedure: Make three circles. Color one red, one yellow, one green. One player is the traffic cop. He holds the circle. The other players walk around him. The cop holds up one circle at a time. The others must do what the circle says. The players take turns being the cop.
To learn to cross the street only at designated corners.	Discuss: Specific incidents on the corner where the safety patrol or crossing guard gives signals.	Green light Poster, filmstrips, traffic signals and signs Otto the Auto, Series *
To learn to look all ways before crossing the street.	Discuss: First look left, then right, then left again. If the street is clear walk to the center. Then look to the right before walking on across the street.	Posters Go, Go, Go, Slowly *
To learn to walk on the left hand side of the street.	Discussion	Material: poster Ask: What do you see in the pictures ? How are people being careful in the picture? Where is a safe place to walk? to play, to cross the street? How is the policeman helping. Talk about all the people in the picture.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to obey the directions of the traffic policeman or crossing guard.		After preparing the class, take them to a busy intersection to observe traffic and to learn safe practices. A policeman can conduct the trip. After the children have observed, they may cross the street correctly.
To learn to look in both directions when crossing in front of an alley, gasoline stations, or open garage doors.	Use puppets to enact safety guides.	Paper dolls, paste, and cardboard. Paper dolls pasted on cardboard would make satisfactory puppets for enacting the safety guides. The children could make and manipulate them.
To learn to not accept rides from strangers.	Film viewing	Film: As A Pedestrian * I'm No Fool As A Pedestrian * The Safest Way * The Talking Car *
Sidewalk play and equipment safety rules - To learn to watch for pedestrians on the sidewalk.	Demonstrate proper use of equipment on the sidewalk. The child should watch out for pedestrians on the sidewalk.	Materials: Sidewalk, wagon, scooter, tricycle, etc. To interest the children in sidewalk safety ask, "How would you like to bring some of your play things to school tommorrow. The teacher or school could provide scooter, wagon and etc.
To learn to not coast down the driveway into the street.	Discuss posters on safety.	Posters, flannel board. Know the Safe Way To Play *
To learn to skate on the sidewalk or protected private drive.	Let children skate on the sidewalk to teach proper skating habits.	Materials: Sidewalk and rollerskates
To learn to remove skates before going up or coming down steps.	Duplicating materials to color and discuss.	Health & Safety No. 1, No. 2, and No. 3.
Bicycle safety rules - To learn to obey traffic laws. Bicycle drivers keep right. Use proper arm signals.	Actual experience of riding a bicycle	Material: bicycle Teach the child to be able to ride without wobbling and to make quick stops and turns. A white handkerchief tied

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		on the upper arm will help a night driver to see a rider at a distance. The teacher should make the child aware of the necessity of obeying traffic rules. A make-believe street with marked intersections and corner crossing and a mechanical stop light is helping in teaching the child bicycle safety. Note: A bicycle should have a bell, horn, headlight, and tail light or reflector.
Railroad safety rules - To learn to not play on the railroad	Discuss railroad safety	Material: Pictures and filmstrip Brave Engineer *
To learn the railroad signs.	A trip to see a railroad crossing.	Material: Toy train, track, signal.
To learn to stop, look, and listen before crossing a railroad track.		The result in the classroom may be play train which can lead to safety instruction.
To learn to not throw stones at a passing train or at the signals or lights along the railroad right-of-way.	Books	Railroads Film Directory *
Safety in Out-of-Door Sports - To learn to identify and avoid poisonous plants	Classroom picture identification, actual identification while on the hike.	Pictures, slides, film strips. The actual plant or animal if possible.
To learn to identify wild or dangerous animals and snakes.		
To learn to stay with the group.	Practice walking in pairs and staying with the leader.	
To learn what to do if lost!	Know name and address and what group you are with. Be aware of general directions.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to recognize poisonous bottles, jars, cans, or other containers by their label and by skull and crossbones	Discuss the dangers and uses of poisons	Farmers' Check List Pesticide *
Safety in the City -To learn the proper use of revolving doors.	Visit store with this type of door	
To learn safety on the escalator	Song, shopping trip	Escalator song * Piano or voice
To learn how to use an elevator	Pictures, trip to a tall building or department store	My Little Pictionary *
To learn safety with electric doors and shopping carts	Trip to the grocery store	Shopping cart, grocery list

INTERMEDIATE

Safety in the Home - Re-enforce learnings for Primary group, also: To learn safety precautions in inclement weather	Clean snow and ice from steps and walks	Broom, shovel, and salt
To learn first aid	Clean a cut or scratch and put on medicine	First aid kit
Safety in Cooking - Re-enforce learnings for primary group, also: To learn caution in using gas stove.	Teacher demonstration	Stove, matches
To learn the proper position of pans on stove and how to remove lids	Demonstration and participation	Stove, pans
To learn the proper use of pot holders	Demonstration	Stove, pans, pot holders
To learn dangers of spilled food, grease, and water	"Spill" and "clean-up" time	Food, grease, water, rags and mop

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to connect and disconnect electrical appliances	Actual experience	Small appliances, mixer, toaster, etc.
Safety in Cleaning the Home - To learn safe use of step ladder	Use of step ladder	Step ladder
To learn window washing precautions	Use of scraper and actual classroom demonstrations	Window scraper, cleanser, water, and cloths
To learn dangers of broken objects on floors	Demonstrations	Whisk broom, dust pan
To learn dangers of scatter rugs	Discussion and classroom activities to make rugs skid-proof	Rugs and rubber materials
To learn proper storage of oily rags and mops	Discussion of dangers involved	Posters, filmstrips *
Safety in the Home Laundry - Re-enforce learnings for primary group, also: To learn to measure detergent and keep it away from the face and eyes	Classroom discussion of dangers of detergent getting in the eyes, nose, and mouth	Detergent and measuring cup
To learn proper storage of laundry supplies after use.	Re-enforce instructions	Storage space in laundry room.
To learn dangers in use of iron	Classroom instructions and demonstrations of iron and how it will burn.	Electric iron
Safety in Sewing - Re-enforce learnings for primary group, also: To learn the safe operation of sewing machine	Demonstration	Sewing machine
To learn the proper use of sewing supplies	Teach the use and dangers of needles and pins	Sewing materials
To learn the proper storage of sewing materials	Make sewing kit	Sewing supplies

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Safety in the Classroom - Re-enforce learnings for primary group, also: To learn proper way to carry heavy objects.	Classroom instructions and practice	
Street and Highway Safety - To learn major stop signs. To learn school stop signs. To learn warning signs. To learn to recognize one-way streets. To learn street exit and entrance signs.	A walk around the street near school.	Take the class for a walk around the street near the school. Notice all signs: SLOW - STOP - 15 Miles Per Hour, School Drive Slowly, Keep Off, Keep Out, Keep to the Right, etc. Notice use of red flags and red lanterns. Suggest this to the children, "Try to remember what the signs tell us. When we go back to the schoolroom, you will tell me what the signs tell us."
To learn full name, home address, street and number, father's name and the name of the school.	Teach child to say his name, address, street and number, father's name and the name of the school.	Material: Toy telephone Procedure: The children may use a toy telephone to ask each other his name, address, street and number, father's name and name of school. This will be a question and answer game. Discuss why knowing these things are important. Telephone, playhouse and police station.
To learn to be especially careful when walking on the highway after dark.	Discuss: Wearing light clothing, tie a white handkerchief around your arm or carry a flashlight.	Material and Equipment: Flashlight, light clothing, white handkerchief
Bicycle Safety Rules - Re-enforce learnings for primary group, also: To learn to walk bicycle across busy streets or highway crossings. To learn to ride along the right curb To learn to stop before crossing through streets and before riding from alley.	Posters and films to demonstrate proper conduct on a bicycle.	Safety on a Bicycle * The Day The Bicycle Disappeared * I'm No Fool On A Bicycle * "How To Ride Your Bicycle Safely" - distributed by Audio Visual School Service

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Railroad Safety Rules - Re-enforce Learnings for Primary group, also: To learn to not fish or hunt from a railroad bridge.		
	YOUNG ADULT	
Safety in the Home - Re-enforce learnings for primary and intermediate age groups, also: To learn to burn trash in proper place.	Practice with supervision	Metal container
To learn to handle and dispose of ashes	Practice with supervision	Metal receptacle
Safety in Cooking - Re-enforce learnings for primary and intermediate age groups, also: To learn the proper way to put pans in the oven without getting burned.	Demonstration with unheated oven until proper precautions are learned.	Stove, pans
Safety in Home Laundry - Re-enforce learnings for primary and intermediate age groups, also: To learn to check electric appliance cords for fray and wear.	Discussion and demonstration	Appliances First Aid Kit
To learn proper method of filling steam iron	Demonstration	Steam iron
Safety in the Vocational Workshop - To learn to use tools and equipment in workshop under close supervision of the teacher.	Drill on the correct way to pick up, hold, and use tools and equipment.	
To learn to plug-in and un-plug electrical tools correctly	View filmstrip, classroom discussion and demonstrations	Pamphlet * "About Electricity"
To learn to identify poisons and inflammable liquids and materials.	All paint thinner, paint remover, brush cleaner, inflammable liquids and poisons should be marked "poison" with red paint. Use under close supervison of teacher.	Poster * "Poison, Hands Off" Red paint and brush

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to handle large and heavy items without damaging the body	Classroom instructions and demonstrations	
To learn to report accidents when they happen.		Pamphlet "Simple First Aid"
To learn simple first aid		First aid kit
To learn how to work locks commonly found on doors and windows.	Classroom instructions and demonstrations with locks found in room or shop. Make a "lock board" with various kinds of locks and latches	Plywood, locks, latches, keys, wood screws.
To learn to use fire extinguisher	Demonstration	Fire extinguisher
Safety on the Farm - To learn to not refuel a tractor or other gas engine while it is running or very hot.	Visit a farm and ask the owner to demonstrate the proper refueling and starting procedures.	Fuel and oil, fuel can, funnel
To learn to observe the safety measures recommended by manufacturer.	Visit a farm or implement place and note the many shield and safety signs painted on machinery.	
To learn to keep all shields and guards in place	Copy some of the safety signs and learn to read them.	
To learn to always stop power takeoff before dismounting	Discussion and read to children from books about safety.	Tractor Safety A Family Affair *
Poisoning - Re-enforce learnings for Primary and Intermediate age groups, also: To learn that one should not operate gas motor in an enclosed building.	Place picture of skull and crossbones on bulletin board	Bulletin board, pictures

BIBLIOGRAPHY

Home and School Safety

Filmstrip:

"Safe and Sound at School"
"Safe At School"
"Safety on the Playground"
"Safety in an Emergency" - Society for Visual Education
"Safety at Home" 1345 Diversey Parkway
"Safe Living" Chicago, Illinois

"Safety While Playing" - McGraw Hill
"Safety on a School Bus" 330 West 42nd St.
New York, New York

"I'm No Fool With Fire" (Walt Disney)- Encyclopedia Britannica Film
1150 Wilmette Ave.
Wilmette, Illinois

Teaching Aids:

"Know The Safe Way to Play" - American National Red Cross
"Fire Can Burn" Midwest Area
"Poisons" 4050 Lindell Blvd.
St. Louis, Missouri

Workshop Handbook - Department of Public Instructions
Des Moines, Iowa

Pre-Printed Liquid Duplicating Masters
"Health and Safety 1,2,3" - The Continental Press, Inc.
Atlanta, Georgia 30303

Publications:

Publication List - National Fire Protection Association
60 Batterymarch Street
Boston, Mass. 02110

Farm Fire Safety Inspection Blank - American Insurance Association
Your Farm and Fire Safety Engineering & Safety Department
Home Fire Safety Check List Chicago, Illinois 60603

Pamphlets:

Is This Your House? - American Insurance Association
120 South LaSalle Street
Chicago, Illinois

Health and Safety - National Fire Protection Association
Clothing Can Burn 60 Batterymarch Street
About Electricity Boston, Mass. 02110

Workbooks:

Safety Guides For You, Primary Books - National Education Association
1201 16th Street Northwest
Washington, D.C.

Safety For Me - Stanwix House, Inc.
3020 Charitiers Avenue
Pittsburg, Pennsylvania

Street Safety

Filmstrips:

"Betty Pedal Pusher" - Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois

"Safety On a Bicycle"
"Safety On a School Bus"
"Safety On the Street" - McGraw Hill
330 West 42nd Street
New York, New York

"I'm No Fool on a Bicycle"
"I'm No Fool as a Pedestrian"
"As a Brave Engineer" - Encyclopedia Britannica
1150 Wilmette Avenue
Wilmette, Illinois

Films:

"Im No Fool as a Pedestrian"
"The Safest Way"
"The Talking Car"
"The Day the Bicycle Disappeared"
"I'm No Fool on a Bicycle"
"Otto the Auto Series"
"School Bus Patrols"
"Your School Safety Patrol" - Automobile Club of Missouri
3917 Lindell Blvd.
St. Louis, Mo. 63108

Workbooks:

Safety Guides for You - National Education Association
1201 16th St. N.W.
Washington 6, D.C.

Safety For Me - Stanwix House Inc.
3020 Charitiers Ave.
Pittsburg, Pa.

Posters:

American National Red Cross
Midwest Area
4050 Lindell Blvd.
St. Louis, Mo.

Teaching Aids

"Know the Safe Way to Play"
"Go, Go, Go, Slowly"
"On Ice and Snow" - American National Red Cross
4050 Lindell Blvd.
St. Louis, Missouri

Farm Safety

Books:

4-H Safety	- Missouri University Columbia, Missouri
Safety Sam	- Webster Publishing Company
Make Your Farm Safe	- National Safety Council Chicago 11, Illinois
Selected Youth Safety Resources	- National Safety Council Chicago 11, Illinois
Safety Makes Sense	- University of Missouri Extension Div. Columbia, Missouri
Let's Prevent Accidents	- University of Missouri Agriculture Extension Service, Folder 47 Columbia, Missouri
Farmer's Checklist for Pesticide Safety	- U. S. Department of Agriculture Program Aid No. 622 Washington, D. C.
Make Your Farm Pond Safe	- Publication 396 U. S. Department of Agriculture Washington, D. C.

Films:

My Model Farm	- Missouri Library Film Coop 211 North Osage Independence, Missouri
Farm Tractor Safety - A Family Affair	- Division of Health Jefferson City, Missouri

City Safety

Books:

My Little Pictionary	- Scott Foresman
The Basic Health and Safety Program Just Like Me	- Scott Foresman 1962
Fallout Protection: "What to Know and Do About Nuclear Attack"	- Department of Defense Office of Civil Defense - Dec. 1961
Mixie the Pixie Series	- Special Education Materials Development Center 2020 R. Street, N. W. Washington, D. C. 20009

Fire-Can You Get Out?	- Missouri Division of Health Jefferson City, Mo. 65101
Songs:	
Escalator Song	- John Schaum Piano Series
The Friendly Cop	- Our First Music
Kits:	
Telezonia Kit	- Southwestern Bell Telephone Company
Filmstrips:	
School Bus Safety	- Junior Safety Series Missouri Division of Health Jefferson City, Missouri
Bicycle Safety	- Riverside Regional Library
Good Manners (8306-C-S1) Manners in Public	Encyclopedia Britannica Films
I'm No Fool as a Pedestrian I'm No Fool With a Bicycle	- Walt Disney 8-minute color with Jimminy Cricket
Safety on Two Wheels (bew)	- National Safety Council
Recreation Centers, A Community Problem (bew)	- A N 37
Planned Escape From Fire (11 min.)	- Missouri Division of Health Jefferson City, Missouri
Playing in City Streets (E.P. 40)	- Riverside Regional Library
Film:	
The Fireman (20b) (11 min.) (bew)	- Riverside Regional Library
Records:	
Safety Can Be Fun	- Frank Luther

SENSORY AND PERCEPTUAL TRAINING:

Committee

Chairman:	Phyllis Geppert	Kansas City
Original Members:	Peggy Evans	North Kansas City
	Melvie Pilcher	Sedalia
	Joanne Hoover	Harrisonville
	Helen Kling	Butler
	Sharon Johnson	Hickman Mills
Reactor Members:	Willene Monda	Waynesville
	Dorothy Wolfe	Raytcwn
	Peggy Evans	North Kansas City
	Phillip Beaudion	Raytown
	Anna Campbell	Neosho
	Eula Simmons	Ste. Genevieve
	Mildred Marler	Mapaville
	Eula Bridges	Lutesville
	Juanita Stevens	Marshfield
	Juanita Ketchum	St. Joseph

SENSORY AND PERCEPTUAL TRAINING

INTRODUCTION

The child's awareness of the world around him comes through his senses. After he senses something, the next step is preception, followed by concept formation and thought.

Trainable mentally retarded pupils usually have adequate sensations, but their perceptions are often faulty; therefore, it is necessary to provide sensory training to stimulate their perceptual skills of seeing things around them accurately, rapidly, and completely. This is basic to all learning.

Early identification of the pupils adequacy in perceptual skills can be made by formal tests and by observation by the teacher. Pupils with visual or auditory handicaps should have their impairment corrected to improve their opportunities to respond properly to sensory stimulation. Oftentimes when the pupil has difficulty in perceptual tasks, it can be traced to lack of physical control and wide gaps in developmental patterns so he also needs training in basic motor skills and coordination involving both large and small muscles. Physical exercises for these disabilities are discussed in the unit on Physcial Education.

Furthermore, since the trainable mentally retarded do not develop the higher mental abilities, their perceptual abilities should be carefully developed because perceptual proficiency has occupational significance for them.

SENSORY AND PERCEPTUAL TRAINING

General Aims:

1. To develop discrimination by recognizing likenesses and differences in all sensory areas: visual, auditory, tactile, olfactory, gustatory, and kinesthetic, to utilize by planned sequential activities the sensory stimuli more effectively in developing perceptual skills of seeing and understanding the world around one.

LEARNINGS	PRIMARY ACTIVITIES	MATERIALS & EQUIPMENT
Visual		
To learn awareness of visual sense	Child follows flashlight beam in darkened room.	Flashlight
	Attach round object to string and have child follow it with eyes, not moving head at all.	Ball and string
	Read "Look at Your Eyes" by Paul Showers, "I Have Two Eyes To See With" by Margaret Wise Brown.	
To learn identification	Identifies self, classmates and objects, then progress to pictures. Encourage left to right eye movement.	Simple objects such as a ball, doll, etc. Use simple, uncluttered, mounted pictures.
To learn eye-hand coordination	String beads of all one color and shape, progress to using different colors and different shapes in a pattern.	Beads and string
	Have the child follow dotted lines in geometric figures; each pattern must be on a separate sheet of paper.	
	Play "Simon Says" from visual clues only	
To learn to match colors, forms, and sizes	To place squares of construction paper in primary colors on chalk rail. Give child a similar squre and have him place it over matching one on rail.	Duplicate squares of construction paper in primary colors.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Have child choose one color to put in peg board.	Procedure: Cut two squares, two circles, and two triangles from colored construction paper, and mount one of each form on Manila paper. Have child paste matching form opposite the corresponding basic shape.
	Use form inset boards and inset puzzles.	
	After preliminary discussion, have child put circle around the like objects on prepared duplicated material.	"We Get Ready To Read." - Continental Press
	After preliminary discussion, have child put circle around the big or little objects on prepared duplicated material.	"We Get Ready to Read." - Continental Press
Visual memory	Place three objects on a tray. Remove one object, have child tell which object is missing.	
Auditory - To learn awareness of auditory sense	Call child's name	
To learn to listen and respond to sounds	Child responds appropriately to verbal commands such as "stop" and "come here."	Increase the complexity of the directions as the child can handle them.
To learn to recognize common sounds	Play listening games. Take listening walk.	The children listen without looking to identify sounds such as closing a door and bouncing a ball. "The Listening Walk" by Paul Showers.
To learn to imitate sounds.	Child imitates teacher in making noises that people make, such as crying and laughing; noises that familiar animals like cat and dog make; noises made by things such as bell, train and whistle.	Tape recording of various sounds. Record "Old MacDonald Had A Farm." Box of objects that make sounds. Play 'Simon Says" with auditory clues.
To learn to listen	Child listens to stories, poems, and music. Use finger plays.	"Indoor Noisy Book" by Margaret Wise Brown, and "My Five Senses" by Aliki.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Tactile - To learn awareness of tactile sense.	Tickle child on face and hands with a feather to accustom child to touch sensation.	
	Blindfold child and have him do things he knows how to do, such as stack blocks and put pegs in pegboard.	Do not insist on blindfold if child objects. Child may close his eyes or put his own hand over eyes. Read "Find Out By Touching" by Margaret Wise Brown.
To learn identification of characteristics of things we touch	Become aware of and name different touch sensations: smooth, rough, soft, hard, sharp, blunt, and sticky.	Make a chart of materials with different textures mounted on it.
	Have a child feel material and then point to the one like it on the chart. Name the "feel" if he can.	Cards with the same materials mounted on them as on the chart.
	Take walks and feel as many things as you can. Point out the sidewalk, gravel, grass, dirt, and sand. Compare and talk about things the children find.	
	Sample and talk about the different texture of foods.	Variety of foods including cooked fruits and vegetables to contrast with the raw foods.
	Have child walk barefoot or crawl on things of different texture. Child can be blindfolded, walk on one, then pick out the one he was on.	Rug samples, or a variety of rugs and mats.
To learn to identify temperature	Start with hot and cold and have the child tell which is which.	Use cans or jars with lids filled with water of different temperature.
To learn identification and discrimination of shapes and sizes.	After a few times of feeling and talking about shapes, let the child feel or look at one specific shape, then find the one like it in a container that he cannot peek into.	Two items of each shape such as spools, blocks, and beads.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Have several familiar objects on a table. Put one of the duplicate objects in the container. Have the child feel it, then name or point to the one of the several objects he believes it to be.	An assortment of duplicate small toys or objects.
	The child can feel in the container to find the size told or shown him. Start with two sizes and increase the number as he becomes more efficient.	Blocks, beads, buttons, nuts, bolts, nails.
Olfactory - To learn awareness of olfactory sense	"Smelling Bee" - smell and identify things. Blindfold guessing games. Guess what's cooking in the cafeteria.	Familiar foods such as bananas, apples, chocolate, and peanut butter; pleasant odors as flowers, fresh air, perfume and soap; dangerous odors as gas, smoke and heat. Add spices, peanut butter or garlic to dough.
Gustatory - To learn awareness of taste sense.	Child tastes food, comments on how he thinks it tastes.	
To learn to identify characteristics of taste.	Child learns tastes of sweet, sour, salt, and bitter.	Pass dishes of salt, sugar, vinegar, and tea for tasting.
Kinesthetic - To learn awareness of hand and arm movements by developing muscle feel.	Finger paints. Builds with blocks. Rolls ball. Molds clay.	Procedure: Put a teaspoon of paint in the center of the paper and the child will push it about. Teacher will have the child use one finger, use his whole hand, make a fist and swirl the paint around; then use both hands, and use large swooping movements involving the shoulders. The child feels his arms and hands moving together.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn awareness of body by developing muscle feel.	"Busy Bee" activities.	Procedure: Children seated on floor facing a partner and touching feet to feet. The teacher says "back to back" and the children turn backs to one another. Then knees to knees, thumbs to thumbs, etc. At the call "Busy Bee" all must find new partners. Some children do not understand directions and have to be led through the motions expected by the teacher.
	Free movement to music.	
	Crawl through boxes.	
	Demonstrate action words by the appropriate action such as jump, and run.	
To learn manipulation	Use color towers, form puzzles, pegs, and turning handles.	Procedure: Teacher has several items such as bike horn, sponge in water, clay, stapler, top, large ball, couple of wind toys, spool of thread, drum and sticks, rolling pin, glass of water, spoon and fork on table. Teacher chooses a child to come to the table and manipulate to one item, identify it, and discuss what part of the body he is moving and using.

INTERMEDIATE

Visual - To learn to discriminate colors, forms, and sizes.	Color pictures by direction.	
	Child sorts according to color.	Squares of colored construction paper in primary and secondary colors.
	Fit different objects into proper spaces.	Fit-A-Space toy available from U.S. Toy. Use this as a game with several children to see who can finish first.
		Stack block tree, lotto games.
		Fit different size barrels inside each other according to size.
		Kitten in the kegs.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Child sorts alphabet letters and numbers.	Parquetry blocks.
To learn visual memory.	Child recognizes what's missing in a picture that is incomplete.	Ideal chart
To learn to categorize.	From a variety of pictures, have child select all the pictures dealing with one subject such as toys, foods, animals, and people.	
To learn association	Play "Go-Together" lotto.	
To learn to match words.	Match word cards of protective vocabulary words, such as stop, go, hot, cold, poison, danger, boys, girls and exit.	Flash cards made of tag board, one word to each card.
Auditory - To learn to discriminate between sounds.	Loud or soft; fast or slow, high and low; talking and singing; normal speech and whisper; expressions of feeling; pleasant and unpleasant.	Use music to teach some of these distinctions.
	Recognize familiar tunes and musical instruments.	
	Discriminate between voices of classmates.	Play "Dog and Bone." See Area VI.
	Recognize initial sounds of words.	See speech materials. See Area V.
To learn to listen and respond to sounds.	Child encouraged to listen and respond appropriately to conversation with classmates. Use telephone.	This training can be done effectively with use of telephone-training kit lent free of charge by telephone company.
To learn auditory memory.	Play Echo games - children repeat what teacher says. Fill in story telling.	
To learn to detect location of sources of sounds.	Train children to search for source of sound in order to avoid injury.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Tactile - To learn to discriminate texture.	Have the child feel other materials that are not on the chart, and then decide which one on the chart it feels the most like.	For example, cotton and flannel feel alike.
To learn to discriminate shapes and sizes.	Raised shapes, figures, and letters can be put on cards, using sand or felt, then the child, while blindfolded, can name the shape he feels, or find the shape named or shown him. These can be as difficult as the teacher wishes.	These materials can be purchased or made by the teacher. Filmstrip: "The Feel of Things" -Encyclopedia Britannica
	Objects can be placed in order of size by the child while he is blindfolded.	
Olfactory - To learn to identify and discriminate different odors.	Take "Nose Stroll" - list all things we smell on a nature hike.	Read "Follow Your Nose" by Paul Showers.
	Distinguish pleasant, unpleasant and dangerous odors. Especially learn the difference in the smell of gas, smoke, and heat for protective measures.	Teacher can prepare her own materials or purchase bottled odors from Laradon Hall, Denver, Colorado.
Gustatory - To learn to identify name of food by taste.	Blindfold child and let him sample a familiar food and guess what he is eating.	
To learn to develop tastes to include new foods and beverages.	Stimulate curiosity about foods not previously liked.	
Kinesthetic - To learn muscular memory of movement necessary to writing.	Trace metal templates of geometric figures and fill in figure with crayon.	Montessori type geometric insets.
	Trace lines, letters, numbers with felt pen.	
	Use clay pan for different letters.	A large flat pan is filled with modeling clay, and pupil writes the troublesome letter with stylus in clay.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn manipulation	Snap clothespins to rim of can as concrete aid in teaching number concept.	
	Match weight boxes.	Weight boxes - twelve small containers forming a set of six pairs, filled with materials of the same weight for each pair.
	Cutting, pasting, folding, pounding nails.	
	YOUNG ADULT	
Visual - To learn to discriminate colors, forms, and sizes.	Sorts	Buttons, screws, bolts, nuts, washers, nails, etc.
To learn word recognition.	Pupil reads words from protective vocabulary.	
To learn observation of details.	Match cards with intricate patterns.	
	Follow a maze.	
	Places story pictures in proper condition.	Judy See-quees.
	Distinguish opposites, high-low, near-far, and safe-dangerous situations.	
Auditory - To learn auditory acuity.	Use matched pairs of bottles filled with rice, paper clips, and dried beans and have the pupil determine by shaking which bottles match.	
	Improve listening skills by reading a story to the pupil and ask him to tell it.	
Tactile - To learn tactile acuity.	Sort objects while blindfolded. Number of shapes should be limited to pupil's ability.	Any objects that can be sorted.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Expand touch recognition to understanding of opposites of soft-hard, wet-dry, and warm-cool; recognizing pain sensation and personal danger of items that are sharp, hot, and cold.	
Olfactory - To learn olfactory acuity	Discussion of purpose of smell; introduce new words describing smell, such as sweet, good, peculiar, clean, and pleasant. Learn to trace odors to source. Discuss reasons for personal cleanliness.	
Gustatory - To learn discrimination in tastes.	Distinguish flavors by tasting and discussing them.	Caution to be used when things don't taste good, for example, food spoilage, poisons, and things that we do not taste.
Kinesthetic - To continue strengthening dexterity and general body usage in coordination with senses.	Weaving, crafts, sports.	

BIBLIOGRAPHY

Cruickshank, William M., Bentzen, Frances A., Ratzeburg, Fredrick H. Tannhauser, Mirian T., A Teaching Method for Brain-injured and Hyperactive Children. Syracuse 10, New York: Syracuse University Press, 1961.

Erickson, Marion J., The Mentally Retarded Child in the Classroom. New York: The Macmillan Company, 1965.

Frankel, Max G., Happ, William F., and Smith, Maurice, Functional Teaching of the Mentally Retarded. Springfield, Illinois: Charles C. Thomas Publisher, 1966.

Frostig, M., Horne, David, The Frostig Program for the Development of Visual Perception. Chicago, Illinois, Follett Publishing Company, 1964.

Kephart, N. C., The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.

Radler, D. H., and Kephart, N. C., Success Through Play. New York: Harper and Brothers, 1960.

LANGUAGE DEVELOPMENT:

Committee

Chairman:	Jewell Stevens	St. Charles
Original Members:	Margaret Campbell	Mapaville
	Pauline Daugherty	Bowling Green
	Mary Adderly	St. Louis
	Opal Ellett	Kirksville
Reactor Members:	Gail Parsons	Kansas City
	Norma West	Springfield
	Lucile Owsley	Poplar Bluff
	Suzanne Purdy	North Kansas City
	Carol Rasmussen	Kansas City
	Anna James	St. Louis
	Joyce Beach	Springfield
	Geraldine Easson	Carthage
	Betty Byers	Caruthersville
	Jonnie Kay Eckelkamp	Union
	Sandra Elaine Levy	St. Louis

ORAL LANGUAGE DEVELOPMENT

INTRODUCTION

Most authorities agree that language development is a multi-dimentional process. This simply means that it cannot be separated from other facets of human development.

Montessori states that one can consider language begun when it is established in relation to perception. This means that a child gets meaning through all the senses, such as seeing, feeling, hearing, smelling and tasting.

Oral language development represents a series of stages remarkably similar in most 'normal' children; each step is made possible by gradual maturation of the organism. Therefore, each child shows a period of speech readiness. This occurs during a time at which the organism is most open to language stimulation and when the child's speech development seems to proceed at a maximum rate.

According to research on speech patterns of children, many of the authorities agree that the following stages of development are common with most 'normal' children.

1. A child first cries.
2. In the third month, babbling sounds are made. (goo)
3. In the fifth month, double babbling sounds are made. (goo,goo)
4. In the ninth month the child imitates sounds. There is no real speech, just mechanical sounds.
5. At one year, true speech sounds appear with words such as 'up' and 'hot.' This is usually rapid speech.
6. At two years, the child repeats more phrases, and imitation of what he hears. He speaks in simple sentences.
7. At two and a half years to three years, the child relates more variety of sentences.
8. At three and a half years of age sounds begin to be perfected.

The trainable retarded child is generally slow in his total development. Oral language is an area which is often difficult for him to acquire.

According to a speech and language survey conducted by the Training Program, Retarded Children of the State of Missouri, it was found that 98 percent of the chiidren enrolled in the State Schools for the Mentally Retarded had oral language problems. One percent of the pupils had no oral language; and one percent progressed at the 'normal' level of oral language development.

The oral language development of the trainable retarded child is similar to that of a normal child of equivalent mental age.

There are many factors which influence oral language development. The following are paramount:

Intelligence:

Teachers of the trainable mentally retarded must realize that, because of his retardation, the trainable child is unable to learn at the rate of the 'normal' individual. Therefore, it is quite difficult for a child with slow mental ability to keep the pace set by 'normal' individuals in his society.

Maturation:

Maturation is another factor that influences oral language development. Children must be ready to learn to speak. Continual stimulation and re-inforcement are necessary. Many children will tend to point or mimic when there is no stimulation or encouragement to do otherwise. Teachers must never be content to accept a gesture or a single sound in place of a word if this is less than the child's ability.

Physical Condition:

The physical condition of the child is another factor which influences language development. This includes the way a child breathes, the condition of his teeth, tongue, palate, lips, and hearing and visual condition.

Cultural:

Another important factor is the cultural atmosphere found in the home, school, and community. A child will imitate good or poor speech models if exposed to them for a length of time. The cultural atmosphere also affects the emotional development of the individual.

ORAL LANGUAGE DEVELOPMENT

General Aims:

Oral language development is one of the greatest assets the trainable mentally retarded child has for adjustment in society. Every effort should be made to help this child in this area of development in the hope that eventually he will become a productive member of our society, and be understood when he speaks. This should be the objective in this area of development, regardless of the time and effort needed to accomplish it. Most trainable retarded children rarely obtain perfect speech while in some cases, refinement of sounds is not as important as teaching the child to express himself verbally, teachers must use every technique necessary to carry the child to a level to his potential. Therefore, the following aims are in order:

1. To create a desire for oral language.
2. To develop a readiness for speech.
3. To develop a meaning for sounds and words.
4. To develop the ability to say words.
5. To develop the ability to use words individually and in simple sentences.
6. To increase the vocabulary.
7. To teach refinement of sounds.
8. To develop understandable simple forms of connected language.
9. To develop complex forms of connected language.
39 10. To teach memorization and conversational speech.

LEARNINGS	PRIMARY ACTIVITIES	MATERIALS & EQUIPMENT
Auditory attention: following directions	Hanging up coat. Running simple errands. Asking the child to sit up in his chair, stand up, sit down, walk to the door, etc.	Clothes hanger or hook or nail.
Listening to sounds around us.	Closing of a door, ticking of a clock, ringing of a phone, tweeting of a bird, honking of a horn, walking footsteps, bouncing of a ball, ringing of a bell, barking of a dog.	Items found within the classroom such as the door, a clock, and a bell can be used for sound effects. Sound effect records are available: What's Its Name is an auditory training record album produced by Maico Co. Inc. Jean Utley, Ph. D. Author.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Listening to rhythmic patterns	Beating on a drum three times and encouraging the child to repeat the pattern. Seat children in a circle with each holding a rhythm instrument. Blindfold one child and sit him in the middle of the circle. The teacher now points to another child seated around the circle signaling him to make a sound with his instrument. The blindfolded child is then to point to the source of the sound.	Rhythm band instruments.
Listening to words.	To be effective, the teacher should prepare lists of words or groups of words which pertain to the activities the children might be involved in at the time. The teacher should be aware of 'concrete' words, 'action' words and 'abstract' words. Example: Concrete: ball, baby, box Action: blow, bow, bite Abstract: been, by, but Note: If teachers can keep in mind the type of word being presented, relating a new word to a child becomes less difficult.	Training Program, Speech Workbook vocabulary list. Vocabulary lists as found in various speech workbooks. Procedure: The teacher should set the example and present the words in a slow and articulate manner so that the children will be able to imitate.
	Having children listen to words from 'talking toys,' 'Language Master,' and tape recorder act as stimulators.	Listening and Saying toys by Mattel Language Master by Bell and Howell
Listening to phrases, sentences and stories	Phrases and sentences emphasizing the language which might be difficult for the pupils to grasp should be presented.	Prepared list of phrases and sentences. Tape recorder and ear-phones.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	The teacher should present stories that would relate to the pupils everyday lives. The stories should be presented to the pupils with as much voice expression as possible and in a deliberate and articulate manner.	Tapes for recorder Stories created by teachers Fairy tales from various publications. Commercial recordings if applicable
	The standard Mother Goose, Folk stories, and nursery tales can also be presented to the pupils.	Sound effect records
Listening to phrases, sentences, and stories	After a face to face presentation, prepared tapes of the stories with sound effects can be presented to the pupils. Example Story: "Sue and Mom were putting on their coats and they heard Daddy, who was in the car, honking the horn."(A recording of the car horn should be interjected into the story at this point.) In preparing taped stories with sound effects, the teacher can use sound effect records at a point in the story where a particular sound effect is needed.	Tape recorder and earphones are used to aid the child in gaining attention. In preparing tapes for listening activities, the teacher must take into consideration the rate of speed at which the children can comprehend. Prepared tapes involving particular phrases and sentences can be used for repetition, only after the teacher has presented the examples to the pupils personally.
Visual Activity: Perceiving through visual stimulation. Recognizing objects: colors, shapes, sizes, and quantity.	Objects found within the classroom can be incorporated into a language lesson as well as miniature replicas of various items that cannot be found within the classroom. The pupils will learn from "See it and Say it" games and "Finding the missing objects" games. Picture flash cards can be used to stimulate language as well as lotto games. Have children view filmstrips that might stimulate language. Movies and television will also aid in this respect.	Language object kit containing miniature objects. Lotto games <u>Carnival of Beginning Sounds</u> - Instructo Products Co. Peabody Language Development Kit Flash cards (Ideal Picture Vocabulary Cards) Filmstrip projector, filmstrips Language Master Movie projector, television

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Visual Activity: To react to visual stimulation of objects and pictures by vocal response.	Display three or four objects on a plain food tray. Each object can begin with a sound in which the pupil might need help. Encourage the pupil to recognize each object by handling it and saying what it represents. After a child becomes familiar with the objects, have him close his eyes or turn away from tray. Remove one object and have the pupil look at the tray and tell what object is missing.	Toy objects representing various items such as: doll, dog, duck, baby, ball, bird, etc. Large food tray which is plain in color.
	Surprise Box Game will interest the child. The objects should be placed in a box with a lid. The teacher can be selective in choosing the items she places in the box. She can take into consideration the pupil's current problem sounds. Have child repeat after you: "I'll close my eyes and touch with my hands; what can it be? I'll pull it out and hold it high for everyone to see."	Toy objects and a sturdy box or can with a lid.
	Surprise Bean Game is similar to the box game. Teacher hides objects in a can of beans and child is blindfolded and reaches into beans to find item and tries to guess what it is.	
Visual Activity: React orally to visual stimulation of projected filmstrips.	Have the pupils view only a few frames of a filmstrip at one time. Present each frame and give a complete explanation of what is in each picture. Each pupil should go before the screen and answer questions presented by the teacher. The pictures should be simple and not too involved.	Filmstrip projector, screen, simple filmstrips. Filmstrip: Talking Time, Set I, Publisher Webster Division, McGraw Co., 1955.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Exercises for Better Speech: (To be used where applicable)	Have the pupils stand and breathe deeply; inhale and exhale several times.	Note: The whole body must be in condition in order to speak well so other exercises involving bending and stretching should be included.
Learning to relax and breathe properly.	Blowing up balloons.	
	Blowing ping pong balls across the room. Have pupils race in crawling position to see who can get the ball across the room first.	balloons, ping pong balls
	Breathe in various patterns, fast, slow, etc.	
	Hold a piece of paper or feather on a string in front of a pupil so that the pupil can see how the air affects the items.	Strips of paper, feathers, string
	Buy a plastic pinwheel or make one from paper and let children see how they can make it move by blowing it.	Storebought pinwheel of plastic or construction paper, doll stick and straight pin.
Exercises for better speech:	If conditions permit, teach the child to relax completely on the floor for several minutes.	
	Example: Have the children pretend that they are floating on the water. Voice inflection of teacher during these periods is most important.	
	If children are seated at desks, show them how to lean their heads forward and let their arms drop.	Desk
	Pretend they are flowers in the wind, adapt according to season, leaves in the fall, snowflakes in the winter, etc.	See Area VII.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Learning to control the tongue:	Give every pupil a tongue depressor. Have them hold it upright in front of their mouths so that the tongue tip can reach out and touch the depressor. Do this several times.	Tongue depressors
	To get the pupil to work the tongue up around the roof of the mouth, spread some peanut butter on it.	Peanut butter
	Lick lolly pops, ice cream, etc.	Lolly pops, ice-cream
Learning to improve jaw and mouth movements	Pretend child is a puppet if they are having difficulty relaxing jaw--play as though pulling string on chin, yawning is also good.	
	With a make-up brush, paint the child's lips with clown white. Encourage him to look into a wall mirror and imitate various facial expressions.	Clown white - mirror
Teaching better speech through memorization and dramatization.	Names: Their own and other children in the class.	Names printed on flash cards
	Recognition and recall of words that fit the child's ability and environmental situation.	Survival words such as men, women, boys, girls, exit, etc.
Teaching better speech through role-playing.	Have children wear various hats depicting community helpers, etc. Act out situations	Homemade hats, or hats purchased from novelty store.
	INTERMEDIATE	
Auditory Attention: Following directions.	Hanging up coat	Clothes hanger or hook or nail
	Running simple errands.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Asking the child to sit up in his chair, stand up, sit down, walk to the door, etc. Suggesting jobs involving several directions: "Tommy, please bring me the paper and pencil and picture."	
Listening to sounds around us.	Closing of a door, ticking of a clock, ringing of a phone, tweeting of a bird, honking of a horn, walking footsteps, bouncing of a ball, ringing of a bell, barking of a dog.	Items found within the classroom such as the door, a clock, and a bell can be used for sound effects. Sound effect records are available: What's Its Name is an auditory training record album produced by Maico Co. Inc. Jean Utley, Ph.D. Author.
Listening to rhythmic patterns.	Beating on a drum three times and encouraging the child to repeat the pattern. Seat children in a circle with each holding a rhythm instrument. Blindfold one child and seat him in the middle of the circle. The teacher now points to another child seated around the circle signaling him to make a sound with his instrument. The blindfolded child is then to point to the source of the sound.	Rhythm band instruments.
Listening to words.	To be effective, the teacher should prepare lists of words or groups of words which pertain to the activities the children might be involved in at the time. The teacher should be aware of 'concrete' words, 'action' words, and 'abstract' words.	Training Program, Speech Workbook, Vocabulary List. Vocabulary lists as found in various speech workbooks.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	For example: Concrete / Action / Abstract ball / blow / been baby / bow / by box / bite / but Note: If teachers can keep in mind the type of word being presented, relating a new word to a child becomes less difficult.	Procedure: The teacher should set the example and present the words in a slow and articulate manner so that the children will be able to imitate.
	Having children listen to words from 'talking toys,' 'Language Master' and tape recorder act as stimulators.	Listening and Saying toys by Mattel Language Master by Bell and Howell
Listening to phrases, sentences, and stories.	Phrases and sentences emphasizing the language which might be difficult for the pupils to grasp, should be presented.	Prepared list of phrases and sentences
		Tape recorder and ear-phones
	The teacher should present stories that would relate to the pupils everyday lives. The stories should be presented to the pupils with as much voice expression as possible and in a deliberate and articulate manner.	Tapes for recorder
		Stories created by teachers
		Fairy Tales from various publications
		Commercial Recordings if applicable
	The standard Mother Goose, folk stories and Nursery tales can also be presented to the pupils.	Sound effect records
Listening for likes and differences.	Strike a note on the piano, some loud, some soft. Strike two notes, have the children when they hear sounds that are alike, say name of colors-Blue-Red-Red. When same word is used, have children raise their hands or clap.	Piano
		Circles of felt or construction paper could be used to add visual stimulation.
	After a face to face presentation, prepared tapes of the stories with sound effects can be presented to the pupils.	Tape recorder and earphones are used to aid the child in gaining attention.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Example Story: "Sue and Mom were putting on their coats and they heard Daddy, who was in the car, honking the horn."(A recording of the car horn should be interjected into the story at this point.) In preparing taped stories with sound effects, the teacher can use sound effect records at a point in the story where a particular sound effect is needed.	In preparing tapes for listening activities, the teacher must take into consideration the rate of speed at which the children can comprehend. Prepared tapes involving particular phrases and sentences can be used for repetition only after the teacher has presented the examples to the pupils personally.
Listening and participating in conversations.	Hold conversation with pupils concerning family, activities of the day, etc. Have a special period in the day when the pupil sits in the "Question Chair." The teacher should question the pupil to stimulate conversation.	Special chair decorated with symbol or words to help stimulate the activity.
	Listening to phone conversations. Encourage the pupils to talk to each other on toy phones or listen to the conversations on the battery operated toy telephones. Listen to model conversations on the tape recorder. Talk to each other on walkie-talkies. Use the local telephone company's Telezonia or Telephonia.	Toy telephone Battery operated toy telephone Telezonia or Telephonia Tape recorder and prepared tapes Walkie-talkies
Visual Activity: Perceiving through visual stimulation. Recognizing objects: colors, shapes, sizes, and quantity.	Objects found within the classroom can be incorporated into a language lesson as well as miniature replicas of various items that cannot be found within the classroom. The pupils will learn from "See it and Say it" games and "Finding the missing objects" games.	Language object kit containing miniature objects. Lotto games <u>Carnival of Beginning Sounds</u> - Instructo Products Co.
	Picture flash cards can be used to stimulate language as well as lotto games.	Flash cards (Ideal Picture Vocabulary Cards)

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Have children view filmstrips that might stimulate language.	Peabody Language Development Kit Filmstrip projector, filmstrips
	Movies and television will also aid in this respect.	Language Master, movie projector, television.
Visual Activity: To react to visual stimulation of objects and pictures by vocal response.	Display three or four objects on a plain food tray. Each object can begin with a sound in which the pupil might need help. Encourage the pupil to recognize each object by handling it and saying what it represents. After a child becomes familiar with the objects, have him close his eyes or turn away from tray. Remove one object and have the pupil look at the tray and tell what object is missing.	Toy objects representing various items such as: doll, dog, duck, baby, ball, bird, etc. Large food tray which is plain in color.
	Surprise Box Game will interest the child. The objects should be placed in a box with a lid. The teacher can be selective in choosing the items she places in the box. She can take into consideration the pupil's current problem sounds. Have child repeat after you: "I'll close my eyes and touch with my hands; what can it be? I'll pull it out and hold it high for everyone to see." Surprise Bean Game is similar to the box game. Teacher hides objects in a can of beans and child is blindfolded and reaches into beans to find item and tries to guess what it is.	Toy objects and a sturdy box or can with a lid.
React orally to visual stimulation of projected filmstrips.	Have the pupils view only a few frames of a filmstrip at one time. Present each frame and give a complete explanation of what is in each picture. Each pupil should go before the screen and answer questions presented by the teacher. The pictures should be simple and not too involved.	Filmstrip projector, screen, simple filmstrips. Filmstrip: Talking Time, Set I, Publisher Webster Division McGraw-Hill Co., 1955.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Exercises for Better Speech: (To be used where applicable)	Have the pupils stand and breathe deeply; inhale and exhale several times.	Note: The whole body must be in condition in order to speak well so other exercises involving bending and stretching should be included.
Learning to relax and breathe properly.	Blowing up balloons.	
	Blowing ping pong balls across the room. Have pupils race in crawling position to see who can get the ball across the room first.	Balloons, ping pong balls.
	Breathe in various patterns, fast, slow, etc.	
	Hold a piece of paper or feather on a string in front of a pupil so that the pupil can see how the air affects the items.	Strips of paper, feathers, string.
	Buy a plastic pinwheel or make one from paper and let children see how they can make it move by blowing it.	Storebought pinwheel of plastic or construction paper, doll stick and straight pin.
	Teach child to hold tone while hand is raised and to lower when your hand is dropped.	
Exercises for better speech:	If conditions permit, teach the child to relax completely on the floor for several minutes.	
	Example: Have the children pretend that they are floating on the water. Voice inflection of teacher during these periods is most important.	
	If children are seated at desks, show them how to lean their heads forward and let their arms drop.	Desk
	Pretend they are flowers in the wind, adapt according to season, leaves in the fall, snowflakes in the winter, etc.	See Area VII

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Learning to control the tongue:	Give every pupil a tongue depressor. Have them hold it upright in front of their mouths so that the tongue tip can reach out and touch the depressor. Do this several times.	Tongue depressors
	To get the pupil to work the tongue up around the roof of the mouth, spread some peanut butter on it.	Peanut butter
	Lick lolly-pops, ice cream, etc.	Lolly-pops, ice cream
Learning to improve jaw and mouth movements	Pretend child is a puppet if they are having difficulty relaxing jaw--play as though pulling string on chin. Yawning is also good.	
	With a make-up brush, paint the child's lips with clown white. Encourage him to look into a wall mirror and imitate various facial expressions.	Clown white - mirror
Teaching better speech through memorization and dramatization.	Names: Their own and other children in the class	Names printed on flash cards
	Recognition and recall of words that fit the child's ability and environmental situation.	Survival words such as men, women, girls, exit, etc.
	Choral Readings	Mother Goose, Talking Time --Scott Thompson
	Use of Poems, Dramatizations, Field Trips, Re-telling of experiences and role playing.	
	Begin workshop vocabulary such as: saw, hammer, etc.	Filmstrip of Tools in State Filmstrip Library
	Pupils must be able to recall meaning of functional workshop vocabulary from memory.	Example: Keep Busy, Be Alert, Be On Time, Complete, etc.
	Appropriate T.V. Commercials	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Teaching better speech through role-playing	Have children wear various hats depicting community helpers, etc. Act out situations.	Homemade hats or hats purchased from novelty store.
	YOUNG ADULT	
Auditory Attention: Following directions.	Hanging up coat Running simple errands Asking the child to sit up in his chair, stand up, sit down, walk to the door, etc. Suggesting jobs involving several directions: "Tommy, please bring the paper and pencil and picture." Delegating responsibility to those that are capable of helping. Procedure: Have child help set up screen, projector, speech equipment, etc.	Clothes hanger or hook or nail
Listening to sounds around us.	Closing of a door, ticking of a clock, ringing of a phone, tweeting of a bird, honking of a horn, walking footsteps, bouncing of a ball, ringing of a bell, barking of a dog.	Items found within the classroom such as the door, a clock, and a bell can be used for sound effects. Sound effect records are available: <u>What's Its Name</u> is an auditory training record album produced by Maico Co. Inc. Jean Utley, Ph. D. Author.
Listening to rhyt mic patterns	Beating on a drum three times and encouraging the child to repeat the pattern. Seat children in a circle with each holding a rhythm instrument. Blindfold one child and seat him in the middle of the circle. The teacher now points to another child seated around the circle signaling him to make a sound with his instrument. The blindfolded child is then to point to the source of the sound.	Rhythm band instruments

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Listening to words.	To be effective, the teacher should prepare lists of words or groups of words which pertain to the activities the children might be involved in at the time. The teacher should be aware of 'concrete' words, 'action' words, and 'abstract' words. Example: Concrete / Action / Abstract ball / blow / been baby / bow / by box / bite / but Note: If teachers can keep in mind the type of word being presented, relating a new word to a child becomes less difficult.	Training Program, Speech Workbook Vocabulary List. Vocabulary lists as found in various speech workbooks. Procedure: The teacher should set the example and present the words in a slow and articulate manner so that the children will be able to imitate.
Listening to phrases, sentences, and stories.	Phrases and sentences emphasizing the language which might be difficult for the pupils to grasp, should be presented. The teacher should present stories that would relate to the pupils everyday lives. The stories should be presented to the pupils with as much voice expression as possible and in a deliberate and articulate manner.	Prepared list of phrases and sentences Tape recorder and ear-phones Tapes for recorder Stories created by teachers Commercial recordings if applicable Sound effect records
Listening for likes and differences.	Strike a note on a piano, some loud, some soft. Strike two notes, have the children when they hear sounds that are alike say names of colors-Blue-Red-Red. When same word is used, have children raise their hand or clap.	Piano Circles of felt or construction paper could be used to add visual stimulation.
Listening to phrases, sentences, and stories.	After a face to face presentation, prepared tapes of the stories with sound effects can be presented to the pupils. Example Story: "Sue and Mom were putting on their coats and they heard daddy, who was in the car, honking the horn."(A recording of the car honking should be	Tape recorder and earphones are used to aid the child in gaining attention. In preparing tapes for listening activities, the teacher must take into consideration the rate of speed at which the children can comprehend.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	interjected into the story at this point.) In preparing taped stories with sound effects, the teacher can use sound effect records at a point in the story where a particular sound effect is needed.	Prepared tapes involving particular phrases and sentences can be used for repetition, only after the teacher has presented the examples to the pupils personally.
Listening and participating in conversations.	Hold conversation with pupils concerning family, activities of the day, etc. Have a special period in the day when the pupil sits in the "Question Chair." The teacher should question the pupil to stimulate conversation.	Special chair decorated with symbol or words to help stimulate the activity.
	Listening to phone conversations. Encourage the pupils to talk to each other on toy phones or listen to conversations on the battery operated toy telephones. Listen to model conversations on the tape recorder. Talk to each other on walkie-talkies. Use the local telephone company's Telezonia or Telephonia.	Toy telephone, battery operated toy telephone, telezonia or telephonia, tape recorder and prepared tapes, walkie-talkies.
	Have actual phone conversations on the real telephone.	Real telephone.
Visual Activity: Perceiving through visual stimulation.	Objects found within the classroom can be incorporated into a language lesson as well as miniature replicas of various items that cannot be found within the classroom.	Language object kit containing miniature objects.
Recognizing objects: colors, shapes, sizes, and quantity.		Lotto games
	The pupils will learn from "See it and Say it" games and "Finding the missing objects" games.	<u>Carnival of Beginning Sounds</u> - Instructo Products Co. Flash cards (Ideal Picture Vocabulary Cards)
	Picture flash cards can be used to stimulate language as well as lotto games.	

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Have children view filmstrips that might stimulate language. Movies and television will also aid in this respect.	Filmstrip projector, filmstrips, language master, movie projector, television.
Visual Activity: To react to visual stimulation of objects and pictures by vocal response.	Display three or four objects on a plain food tray. Each object can begin with a sound in which the pupil might need help. Encourage the pupil to recognize each object by handling it and saying what it represents. After a child becomes familiar with the objects, have him close his eyes or turn away from tray. Remove one object and have the pupil look at the tray and tell what object is missing.	Toy objects representing various items such as: doll, dog, duck, baby, ball, bird, etc. Large food tray which is plain in color.
	Surprise Box Game will interest the child. The objects should be placed in a box with a lid. The teacher can be selective in choosing the items she places in the box. She can take into consideration the pupils' current problem sounds. Have child repeat after you: "I'll close my eyes and touch with my hands; what can it be? I'll pull it out and hold it high for everyone to see." Surprise Bean Game is similar to the box game. Teacher hides objects in a can of beans and child is blindfolded and reaches into beans to find item and tries to guess what it is.	Toy objects and a sturdy box or can with a lid.
Visual Activity: React orally to visual stimulation of projected filmstrips.	Have the pupils view only a few frames of a filmstrip at one time. Present each frame and give a complete explanation of what is in each picture. Each pupil should go before the screen and answer questions presented by the teacher. The pictures should be simple and not too involved.	Filmstrip projector, screen, simple filmstrips. Filmstrip: Talking Time, Set I, Publisher Webster Division, McGraw-Hill Co., 1955.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Exercises for Better Speech: (To be used where applicable) Learning to relax and breathe properly	Have the pupils stand and breathe deeply; inhale and exhale several times. Note: The whole body must be in condition in order to speak well so other exercises involving bending and stretching should be included.	
	Blowing up balloons.	Balloons
	Blowing ping pong balls across the room. Have pupils race in crawling position to see who can get the ball across the room first.	Ping pong balls
	Breathe in various patterns, fast, slow, etc.	
	Hold a piece of paper or feather on a string in front of a pupil so that the pupil can see how the air affects the items.	Strips of paper, feathers, string.
	Buy a plastic pinwheel or make one from paper and let children see how they can make it move by blowing it.	Storebought pinwheel of plastic or construction paper, doll stick and straight pin.
	Teach child to hold tone while your hand is raised and to lower when your hand is dropped.	
Exercises for better speech:	If conditions permit, teach the child to relax completely on the floor for several minutes.	
	Example: Have the children pretend that they are floating on the water. Voice inflection of teacher during these periods is most important.	
	If children are seated at desks, show them how to lean their heads forward and let their arms drop.	Desks

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Pretend they are flowers in the wind, adapt according to season, leaves in the fall, snowflakes in the winter, etc.	See Area VII
Learning to control the tongue:	Give every pupil a tongue depressor. Have them hold it upright in front of their mouths so that the tongue tip can reach out and touch the depressor. Do this several times.	Tongue depressors
	To get the pupil to work the tongue up around the roof of the mouth spread some peanut butter on it.	Peanut butter
	Lick lolly-pops, ice cream, etc.	Lolly-pops, ice cream
Learning to improve jaw and mouth movements.	Pretend child is a puppet if they are having difficulty relaxing jaw--play as though pulling string on chin. Yawning is also good.	
	With a make-up brush, paint the child's lips with clown white. Encourage him to look into a wall mirror and imitate various facial expressions.	Clown white - mirror
Teaching better speech through memorization and dramatization.	Names: Their own and other children in the class.	Names printed on flash cards.
	Recognition and recall of words that fit the child's ability and environmental situation.	Survival words such as men, women, boys, girls, exit, etc.
	Choral readings	Mother Goose Talking Time -- Scott Thompson
	Use of Poems, Dramatizations, Field trips, re-telling of experiences and role playing.	
	Begin workshop vocabulary such as: saw, hammer, etc.	Filmstrip of Tools in State Filmstrip library

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Pupils must be able to recall meaning of functional workshop vocabulary from memory.	Example: Keep Busy, Be Alert, Be On Time, Complete, etc.
	Appropriate t. v. commercials.	
Teaching better speech through role playing	Have children wear various hats depicting community helpers, etc. Act out situations.	Homemade hats, or hats purchased from novelty store.

BIBLIOGRAPHY

Battin and Haug, Speech and Language Delay. Charles C. Thomas, Publisher, Springfield, Illinois.

Baumgartner, B. B., Helping the Trainable Mentally Retarded Child. Bureau of Publications, Teachers College, Columbia University, New York.

Bensberg, G. J., Teaching the Mentally Retarded. Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Bereiter and Engelmann, Teaching Disadvantaged Children in the Preschool. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

Carlson and Gingland, Play Activities for the Retarded Child. Abington Press, New York, Nashville.

Herrick and Jocobs, Children and the Language Arts. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

Kephart, Newell C., The Slow Learner in the Classroom. Charles E. Merrill Books, Inc. Columbus, Ohio.

Kirk, S. A., Educating Exceptional Children. Houghton Mifflin Co. Boston.

Malloy, J. S., Teaching the Retarded Child. The John Day Company, New York.

Rosenweig and Long, Understanding and Teaching the Dependent Retarded Child. The Educational Publishing Company, Darien, Connecticut.

Russell and Haynes, Manual for Teaching the Reading Readiness Program. Ginn and Company, New York, Chicago.

Scott and Thompson, Talking Time. McGraw-Hill Book Co., St. Louis, New York.

Sowards, and Scobey, The Changing Curriculum and the Elementary Teacher. Wadsworth Publishing Company, Inc., San Francisco.

Recreation for the Mentally Retarded. Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Gratke, Juliette, Help Them Help Themselves. Texas Society for Crippled Children and Adults, Inc., Dallas, Texas.

Johnson, Brown, Curtis, Edney, and Keaster, Speech Handicapped School Children, Harper.

Malloy, Julia S., Trainable Children. John Day Company, New York.

Van Riper, Charles. Speech Correction, Principles and Methods. New York: Prentice-Hall, 1954. (616.2/V357s3)

Perry, Natalie. Teaching the Mentally Retarded. New York: Columbia Press, 1961.

Pollock, Morris and Pollock, Miriam. New Hope for the Retarded. Boston: Porter Sargent, 1953.

Education of the Severly Retarded Child. U. S. Department of Health, Education and Welfare.

PHYSICAL EDUCATION:

	Committee	
Chairman:	Lou Adamson	North Kansas City
Original Members:	Karen Doran	North Kansas City
	Jack Murdock	Kansas City
	Charlene Kleeman	Columbia
	Dorothy Meade	St. Joseph
Reactor Members:	Sarah Knight	Kansas City
	Jean Lang	Springfield
	Marjorie Stone	Kansas City
	Jimmie McCollum	St. Louis
	Cleta Dowden	Maryville
	Grace Beshears	St. Joseph
	Dorothy Miller	Hannibal
	Joan Rickman	Warrensburg
	Billy Munger	Sikeston

PHYSICAL EDUCATION

INTRODUCTION

A child classified Trainable Mentally Retarded will have a better opportunity to reach his full potential when provided experiences in physical education designed to meet his needs. Physical education provides for daily, purposeful, meaningful, and enjoyable physical activity. Physical education bulds within a child a feeling of responsibility for his growth and development through progressively challenging experiences. A well-trained body helps to develop a healthy mind and a beneficial life for the individual.

AIMS

1. To create a desire for physical activity that will develop the child's self-concept and self-assurance.

2. To develop an instructional program built around basic motor activities that will achieve physical, emotional, social and mental well-being.

3. To develop and improve on physical skills in a "fun context".

PHYSICAL FITNESS

Physical fitness is one of the keys to a successful training program for the retarded child. A strong, healthy child is more receptive to learning experiences.

On the average retarded children have only half the strength of non-retarded children. The physical condition can be improved by a structured physical education program. The physical education program should be concerned with more than physical fitness. Other areas of concern are motor abilities and body mechanics. A balanced program will aid in the overall development of the child

The program for each child should be developed in accordance with individual abilities. Although there are basic fitness needs which are common to all children, there are broad individual differences. Organize the program to meet the most important needs of the children. This can be determined by measuring the abilities of each child.

PHYSICAL TRAINING

General Aims:

1. To create a desire for physical activity that will develop the child's self-concept and self assurance.
2. To develop an instructional program built around basic motor activities that will achieve physical, emotional, social and mental well being.
3. To develop and improve physical skills in a "fun context".

LEARNINGS	MOTOR DEVELOPMENT ACTIVITIES	MATERIALS & EQUIPMENT
Locomotor Crawling (All)	In place, moving forward	Stomach flat on floor, head raised only enough for chin to clear floor as the person looks right, then left at the hand moved up at that time; dig in or push with opposite big toe. Keep head down, watch hands.
"Tonic Neck Reflex Sleep pattern"	In place	Same movement as in-place crawling
113 Creeping (All)	In place, moving forward Under objects Moving backward	18" wide path, length of gym. Hands flat on floor, fingers together, pointed straight ahead. Head turned toward forward hand, move opposite knee.
	Cross-pattern forward	Same position, move same hand and same knee forward together
	Cross-pattern backward	
Standing (All)	Against wall	Pull stomach in having back of head, shoulders, small of back, hips, thighs, calves of legs and heels against wall.
(Primary)	Helping Teddy Bear	Stand with feet slightly apart, weight even on both feet. Imagine the bear (child) has a string which can move it. Suddenly the string gives way and lets the head drop down, then shoulders and arms, then back, knees, ankles until child is curled up on floor like a ball. Reverse process to reassume standing position.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Walking (All)	Forward	Bare or stocking feet. Point to toes of lead foot with fingers of opposite hand, turn head in direction of forward hand.
(All)	Backward	Reverse above.
(All)	Upstairs	Keep body straight. Place whole foot on tread. Don't bend body forward. Use alternate feet.
(All)	Downstairs	
(All)	Walk on toes	
(All)	Giant step walk	Make each step as long as possible.
(All)	Fast walk	Swing arms vigorously - no running.
(All)	Knee raise walk	Raise bent knee of forward leg as high as possible - extend leg for broadstep.
(All)	Goose step walk	Knees stiff, foot lifted to hip height, swing opposite arm.
(All)	Hand-kick walk	Kick foot to touch opposite hand with each forward step.
(All)	Toe-touch walk	Bend trunk forward, touch hand to opposite foot on each step.
(All)	Heel-touch walk	Long steps, touch right heel with right hand, left to left.
(All)	Same hand-foot	Point to toes of lead foot with fingers of same hand.
(All)	Baby step walk	Lead foot placed directly in front of back foot, heel touching toe. Repeat with each step.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
(Intermediate and Upper)	Knee-touch walk	Touch knee of rear leg to floor on each step.
(Intermediate and Upper)	Cross side-step	Side step progression with lead foot crossing to opposite side of body mid-line, rear foot following to same side.
Marching (All)	In place Forward Right face Left face About face	A high-stepping walking procedure, with knees lifted high toward chest with each step, opposite hand following lead foot.
Jumping (All)	In place	Both feet together--swing both arms together.
(All)	Forward Backward Line to Line	One foot leading--swing opposite arm
115 (All)	Broad jump	Bend knees, lean forward, cover distance rather than height.
(All)	Stiff knee jump	Knees stiff--short, quick jumps.
(All)	Squat jump	Squat position--retain position while jumping
Running (All)	In place Forward Backward	Raise knees high
(All)	Kick run	Kick foot of advancing leg upward on each step.
(All)	Raise knee run	Raise knee as high as possible with each step
(Intermediate & Upper)	Straddle run	Run forward, leaping to the right as right foot advances, leaping to left as left foot advances.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Skipping (All)	In place Forward Backward	Step-hop on right foot, step-hop on left foot--begin slowly gradually picking up speed to a rhythmic movement.
(Intermediate and Upper)	In place circle Forward while turning in circles	
Hopping (All)	In place Forward Backward	Jump on one foot, other foot raised from floor
(All)	Hobble Hop	Hold right foot in left hand behind buttocks, hop on left foot.
Galloping (All)		Opposite hand and foot lead
Falling (All)	Side	On gym mat or grassy spot-relax body when falling--land on thigh, rolling so arm and shoulder take weight.
(All)	Front	Let weight be distributed with the arms sliding along the mat or ground so that both arms and body receive some of the impact.
Exercises (All)	All-fours walk	Bend over, place hands on floor, walk.
(All)	Bear walk	Above position, left foot and hand forward at same time, right foot and hand forward.
(All)	Elephant walk	Hands form trunk, body leans forward, knees kept stiff.
(All)	Lame Dog walk	Hands and one foot on floor, other foot raised in air.
(All)	Crab walk	From a squat position, reach backward and put hands on floor without sitting down--walk in direction of feet.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
(All)	Lobster walk	Same position as above--walk in direction of hands.
(All)	Monkey walk	Bend knees slightly, bend trunk forward, arms hanging down until back of hands touch ground. Walk forward.
(All)	Toe grasp walk	Bend knees slightly, bend trunk forward, grasp toes with hands, walk forward.
(All)	Duck Waddle	Squat, hands on hips, walk forward.
(All)	Chicken walk	Squat, feet together, knees apart, grasp ankles. Walk forward.
(All)	Frog jump	Squat position, hands on floor well in front of body--jump to hands.
(All)	Measuring worm	Support body on hands and feet with legs extended backward. Keep hands in place, knees stiff. Walk on toes with short steps until feet are near hands. Walk hands forward, repeat.
(All)	Steam Engine	Clasp hands behind neck and walk forward; as left leg is brought forward, raise knee, bend trunk forward and touch right elbow to knee, step on left foot and raise trunk. Repeat with right.
(Upper)	Pollywog crawl	Face down on hands and feet (back and legs straight) walk forward. Hands advance with short steps; feet advance by hunching hips and bending ankles.
(Upper)	Bounding Ball	Support body on hands and feet, hands at shoulder width, feet 24" apart; back and legs in line. Travel forward by means of a series of short upward springs of hands and feet simultaneously.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Balance - Walk (All)	Forward Backward	Have 2 full-length mirrors set up at each end of length of walking area steadying eye-contact.
(Intermediate and Upper)	Side-step Cross-step	Line drawn on floor 4" wide balance beam 2" wide balance beam (All) 2" wide wooden blocks 2" high wooden blocks
		2" high blocks and step over 1' high stick held by teacher 2" high blocks and walk under 3' high stick
Airborne - Jumping (All)	Both feet One foot	Jump board
(Intermediate and Upper)	Changing feet on and off with both feet	Jump board
Bouncing (All)	Seated Control standing on both feet	Trampoline bed Trampoline bed -- bring knees up
(All)	One-half turn	Control bounce on trampoline bed, turn head toward dominant side, twist shoulders and body in same direction following head in mid-bounce.
Hand-Eye Manipulation Catching (All)	Rolled object	Large ball rolled to person on floor.
	Thrown object	Blown-up balloon - keeping eyes on the object, reach out for it in mid-air. Grasp with both hands on either side, elbows flexed. Bean bag
	Bouncing object	Large playground ball is bounced to person. Caught "on the bounce" in mid-air.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Throwing (All)	Rolling With both hands	Large ball rolled on floor Hold large ball at chest level, grasped on either side with both hands. Push ball forward and upward away from body into air with both hands.
(Intermediate and Upper)	One hand baseball pass	Hold large ball balanced on palm of upward bent arm. Push ball forward with supporting arm.
Bouncing (All)	With both hands	Drop ball on floor. As ball bounces up in mid-air, push back to floor with both hands; repeat over and over to keep bouncing.
	With one hand	Repeat above action with one hand.
Kicking (All)	Place kick	Large ball or football--set ball on gym floor or ground. Swing dominant leg back, then forward, catching ball on toe of shoe. Arms out-stretched to retain balance.
(Intermediate and Upper)	Punt kick	Hold ball with both hands, arms out-stretched in front of body. Swing dominant leg back as to kick-as leg swings forward, drop ball to make contact with toe of shoe.
Arm Circles (All)	Counter-clockwise bi-manual circles	Child faces chalkboard holding a piece of chalk in each hand. Rotates both arms in counter-clockwise direction, drawing circles on board with chalk.
	Clock-wise bi-manual circles	Repeat above in clockwise direction.
(Intermediate and Upper)	Bi-manual circles, alternating directions	Right hand clockwise, left counter

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Hand and Object (All)		Place pegs of different sizes in peg boards.
		Hammer nails of varying sizes into boards.
		Put screws of varying sizes into board.
Perceptual - Kinesthetic (Intermediate and Upper)	Duplicate position of arms and legs	Take a stance with eyes open -- attempt to duplicate that position with eyes closed.
	Duplicate distance (Jumped)	Broad jump with eyes open -- attempt to duplicate distance with eyes closed.
	Distinguish weight	Distinguish weights of varying degrees with eyes open -- attempt to distinguish with eyes closed.
	Duplicate distance (Thrown)	Throw balls of varying sizes with eyes open -- attempt to duplicate distance with eyes closed.

EQUIPMENT UTILIZED IN MOTOR DEVELOPMENT

Balance Equipment

Full-length mirror (2)
4" wide balance beam
2" wide low balance beam
2" wide high balance beam
3 wooden blocks 1" by 2" by 4"
4 wooden blocks 2" by 2" by 5"
Long stick or balance pole

Manipulative Equipment

Bean bags (6)
Balloons
Large rubber playground balls
Rubber tether ball
Plastic bowling set
Plastic softballs and bats
Football
Small medicine ball
Portable chalkboard
Peg boards
Hammers, nails, screws, screwdriver

Jumping Equipment

Bounce board
Trampoline
2 large inflated inner tubes

PHYSICAL FITNESS

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Muscular Fitness Arms and Shoulders (All)	Medicine Ball Circle Group	Medicine Ball Pass ball to right and left, chest high; pass ball at abdominal level; pass ball overhead; pass ball knee high.
(All)	Relay Line Group: Single or Double	Pass ball to person next in line chest high; pass ball overhead; pass ball between legs; pass ball with chest push; use 2 balls in each relay line; high loop throws facing away when throwing.
(All)	Parallel Lines: Partners facing	Pass balls shot-put style (Intermediate and Upper only); pass balls overhead; pass balls with deep swing between legs; pass balls chest push style; pass balls with underhand pass and lunge; sitting, pass balls with chest push.
(Intermediate and Upper)	Partners	Stand 10' apart and push fast chest passes. Stand 15' apart and push loop passes from chest. Stand 30' apart and use shot-put pass for distance. Stand 30' apart and use backward pass overhead. Stand 15' apart and use deep swing between legs. Stand 15' apart and bowl ball with right and left hands alternately. Stand 5' apart and heave ball for maximum height, alternates catching. Sit 6' apart and push fast chest passes. Sit 6' apart and throw overhead passes. Sit 16' apart and start throw from overhead in lying position, using draw-up of knees and hips to accelerate throw.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		Kneel 15' apart and use shot-put style, alternating left and right hands. Kneel 15' apart and throw ball from behind neck with double arm extension. Kneel 6' apart and push high loop passes from chest.
(Intermediate and Upper)	Individual Activities	Lie on back and push ball from over-head position, up and down repeatedly. Stand facing a high wall, push ball from chest high up on wall repeatedly. Practice shot-put style for distance, reversing direction on each put from opposite sides or ends of gym. Maximum height throws from deep down-ward swing between legs, throwing straight upward and catching own ball. Maximum height throws from full stoop position, throwing straight upward and catching own ball. Maximum distance throws backward overhead from full swing down position between leg.
(All)	Hoops	Hula hoops suspended from ceiling provide fine targets to motivate children to thrown. Many different games can be made up utilizing hoops. Example: Play catch by throwing balls through hoops; relays throwing through hoops, throw through hoops at targets on floor, etc.
(Intermediate and Upper)	Target Games	Target or bowling games can be made up using medicine balls and Indian clubs, bowling pins, etc.
(All)	Carrying Games	Many of the activities listed for organic fitness can be peformed while carrying a medicine ball.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
(All)	Floor Exercise, Modified Push-Up	Lie on stomach, face down, palms flat on floor at shoulder level, elbows extended outward. Push trunk upward by extending arms straight up, bending hips and knees.
(All)	Climbing and apparatus activities	Equipment such as ropes, bars, trees, rope ladders, fences, jungle gyms, climbing cages, and specifically parallel bars are tremendous sources of good arm and shoulder work.
	Benches	A little thought can produce numerous activities utilizing a simple wooden gymnasium bench. Arm and shoulder work might include pulling along the stomach, lifting and carrying the bench, and performing travel and side vaults.
123 Back Muscles (All	Chest and Leg Rise	Lie on stomach, face down, hands interlocked behind head. Lift head, shoulders, chest and both legs as high as possible. Keep legs straight and raise chest and both thighs completely off floor.
(All)	Leg and neck rise	Lie on stomach, palms under the thighs. Raise head and one leg. Repeat, raising legs alternately. Keep leg straight at knee. Work up until legs rise above palms.
(All)	Waist Bend toe-touch	Stand erect, hands on hips. Bend at waist without bending knees. Touch toes and return to original position.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
(All)	Waist bend side-toe touch	Stand erect, hands raised over head, feet astride. Bend forward at waist without bending knees. Touch floor 6" outside left foot, then between feet, then 6" outside right foot. Rise back to upright position between each movement.
(All)	Waist bend windmill toe-touch	Stand erect, arms extended to side at shoulder level. Keeping feet in position, twist trunk so that left arm extends over right foot--bend at waist touching right foot with left hand, keeping knees straight. Return to original position. Repeat with right hand over left foot.
(All)	The "Whip"	Seated position, legs extended straight forward, palms flat on floor behind the hips. Hips are thrown forcibly upward, throwing weight back on hands and heels.
Abdominal Muscles (All)	Neck Bend (also a back exercise and a build-up toward sit-up positions)	Lie on back, hands clasped behind head. Raise head, pressing chin on chest. lower head to original position.
(All)	Sit-ups: Touch toes	Lie on back on mat, body extended, hands on floor at side, palms down. Raise trunk to sitting position, legs extended. As trunk is raised, extend arms forward to touch toes. Return to original position.
(Intermediate and Upper)	Sit-ups: Hands behind head	Lie on back, body extended, hands clasped behind head. Raise trunk to sitting position. Return to original position, keeping hands clasped behind head.

	LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	(All)	Chest and Leg Rise	See Back Muscles
	(All)	Leg and Neck Rise	See Back Muscles
	(All)	Sitting Tucks: Arms at side, arms extended forward, arms sideward at shoulderlevel	Seated position, legs extended in front of body, arms as indicated. Alternate tucking both knees to chest then extending, keeping heels 3-6" off floor.
	(Intermediate and Upper)	V - Seat	Seated position, legs outstretched, arms extended to sides at shoulder level. Simultaneously lift extended legs (knees kept straight) from floor and bend trunk slightly forward until body forms a V on hips at the individual balance point. Hold position from count of 3 working up to count of 10.
	Leg Muscles		
125	(All)	Jumping Activities	Refer to Motor Development
	(All)	Chest and Leg Rise	See Back and Abdominal
	(All)	Leg and Neck Rise	See Back and Abdominal
	(All)	Sitting Tucks	See Back and Abdominal
	(All)	Running	See Motor Development
	(All)	Half-Knee Bend	Feet together, hands on hips. Bend knees to about 110 degrees, soles of feet kept flat on floor. Do not bend knees past a right angle.
	(All)	Full-Knee Bend	Feet together, hands on hips. Bend knees rising on toes at same time. Extend arms forward parallel to floor. Continue in downward motion until back of thighs rest on calves of legs. Return to original position.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Organic Fitness - Free Running (All)	Various speeds	Slower-slower-until stopped. Reverse going faster and faster.
	Various directions.	Sudden speeding up or slowing down. Sudden change of direction.
	Imitations.	Pattern running--in and out of placed objects.
	Form	Run backward, forward, sideways, turning left and right while running.
	Loudly and quietly	Running imitations--animals, cars, buses, trains, etc.
Stunt Running (Intermediate and Upper)	Mix running with tumbling, calisthenics, or other exercises	With class running in a large circle, a student's name is called. He must run to the center, perform a stunt on the mat (forward or backward roll, etc.) and run back to the circle.
(Intermediate and Upper)		Same circle running as before, but student simple changes places with another in the center.
(Intermediate and Upper)		While class is running, they can pass a ball among themselves or to the teacher standing in the center. If each has a ball they can run and catch it themselves.
(Intermediate and Upper)		Two circles, one inside the other, the outer circle running, the inner circle hopping, or jumping, or sitting, etc. On command they exchange activities.
(All)		Before starting to run around the outside of the gymnasium, the students are told that upon a signal from the teacher (the blowing of a whistle), they must perform a particular stunt such as: sitting under a window, falling flat on the floor, touching a part of the body to the wall or floor, etc.

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
(All)	"Poison Snake"	Each student has a rope. They kick it, run after it, kick it again.
Obstacle Courses and Mazes (All)	Use of main muscles, plent of running space.	Obstacles which might be used are: mats to roll on; benches to pull along on; tire tubes to crawl through; poles to jump over; boards or benches to walk along; climbing equipment to go over, under, or through; "ditches" to jump; and ropes to climb.
Relays	Refer to Games for directions and classification of activity, (all or intermediate and upper)	
Running Games	Refer to above and use own imagination or available sources involving maximum activity at low organization level.	

127

EQUIPMENT

Medicine Balls-- 4 lb. preferred 6-8 if possible
Hoops (e.g.: Hula Hoops)
Tumbling Mats
Apparatus: Ropes, Bars, Rope Ladders, Jungle Gym, Parallel Bars, Trampoline
Wooden Gymnasium Bench
Obstacle Materials: Won imaginative ideas

Ball Games (Primary)		Classroom - Large ball Children sit in two facing lines. The ball is rolled back and forth between the two lines. Variations are bouncing or throwing the ball underhanded.
(All)	Classroom Bowling	Classroom - large ball and a smaller ball. Using large ball as a target,

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
		children roll smaller ball from a marked distance on the floor. Keep score of hits.
(All)	Toss Ball	Playground - gym - ball Children in circle formation. Child in center tosses ball to anyone in circle. Can be played with no one in center by tossing ball across. Quick, accurate throwing and catching. Call name of child to catch ball.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
(All)	Teacher Ball	Playground - gym - ball Children in line - one child opposite being "teacher." "Teacher" tosses ball to each child in turn. When child misses he goes to foot of line.
(All)	Call Ball	Playground - gym - ball Circle formation - same as Toss Ball except overhead pass.
(All)	Circle Stride Ball	Playground - gym - ball Circle formation - stride stand with feet touching a foot of the player on each side. It stands in center and attempts to roll large ball out of the circle. Child between whose legs ball passes become it.
(All)	Touch Ball	Playground - gym - ball Circle formation - It in center and attempts to touch ball as children use chest pass to move ball in "hot potatoes" fashion around the circle.
Running Games (Primary)	Huntsman	Classroom One child is selected to be hunter. He asks others to go hunting with him. Children form line behind hunter. Proceed as "Follow the Leader", when "Hunter" says "Bang" all children run to original places. First child in place is hunter for next turn.
(Primary)	Drop the Handkerchief	Playground - gym
(Intermediate and Upper)	Run for Your Supper	Playground - gym Circle formation - It runs around the outside of the circle stopping between two children saying, "Run For Your Supper." Two children run in opposite

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		directions around the outside of the circle, last one back is <u>it</u> for repeat of the game.
(All)	Hide And Seek	Playground
(All)	Squirrel And Nut	Playground - gym - classroom Small object. Children seated with heads down, eyes closed. <u>It</u> places small object in hand of one child. That child gets up and attempts to catch <u>it</u> (the squirrel) before <u>it</u> can return home.
(Upper)	Number Change	Playground - gym Children stand in a circle and are given numbers. <u>It</u> stands in center, calls any two numbers. Children having numbers called must exchange places. Child left without place becomes <u>it</u>.
(Intermediate and upper)	Frogman	Classroom Child chosen "Frogman" comes to front of the room and stoops down like a frog, other children circle around him. Have the number of chairs for the number of children in the circle to one side. Children walk or skip around "Frogman" singing, "Frogman, Frogman in the Sea." "Frogman hops up and runs for a chair. children follow. The child without a chair becomes new "Frogman." Child being "Frogman" 3 times is eliminated from game.
(Intermediate and Upper)	Third Man	Playground - gym All children, except two, take partners by hooking elbows and scatter out. One child becomes the runner the other becomes the chaser. The chaser chases

	LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
			the runner until the runner saves himself from being caught by hooking on the arm of a couple, thus making the end child or "Thirdman" become the runner. Should the chaser tag the runner, they change places, the chaser now becomes the runner.
	(Intermediate and Upper)	Guard the Castle	Playground - gym - large ball - bowling pin. Children form circle, one child stands in the center guarding a bowling pin, or similar object. Children attempt to knock the pin over with the large ball. Child in center guards the pin with his hands, feet and body to prevent this. Child knocking the pin over becomes new guard.
	Team Games		
131	Tag (Upper)	Three Deep	Playground - gym Children double circle formation facing inward. One child it, another child runner on outside of circle. It chases runner on outside of circle until runner steps in front of a couple - child who becomes third is then it.
	(Upper)	Team Dodge Ball	Playground - gym - small playground ball Children divided into two equal teams. One team forms circle, other team inside circle. Team forming circle attempts to hit with small playground ball. When inside te reverse original positions.
	(Upper)	Over and Under Relay	Playground - gym - classroom - ball Children divided into two equal teams. Leaders pass ball over head backwards to second in line. Second in line

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
		passes ball between legs backward to third - third over, fourth under etc. Last in line runs to front of line - repeat process until leader is in original position.
(Upper)	Walking Relay	Playground - gym - classroom Relay formation - Leader walks to goal line and back, tags second in line. Leader goes to end of line, second player walks to goal and back etc., until leader is again first. Running, skipping, hopping, jumping can all be worked in relay formation.
(Upper)	Sports Relays	Playground - gym - Soccer ball - softball - football 1. Soccer dribble - A soccer ball is dribbled to goal and back. 2. Soccer dribble - A soccer ball is dribbled in Figure-eight pattern around two Indian clubs to a goal and back. 3. Softball throw - Each file has a catcher on a goal line approximately thirty-five feet from starting line. Players run to a throwing line, about ten feet from the starting line, receive the ball from the catcher, throw it to the catcher, and tag-off the next p player waiting on the starting line, who runs to the throwing line, etc. 4. Juggle - Players juggle a basketball over a rope, recover it, juggle it back over the rope in the opposite direction, recover it, and pass it to the next player waiting on the starting line.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		5. Centering - Players center a football down a file of players placed about seven feet apart. The last player in the file carries the ball to the starting line at the head of the file and starts the ball down the file again, and the relay continues until all are in their original positions. A center relay may be timed and the team wins which completes the passing of the ball from the first player to the last player on the team in the shortest period of time.
Swimming (All)	See Supplement	
Skating (All)		A roller rink where the children can learn with the security of a rail is more satisfactory than sidewalk skating.
Croquet (All)		Attach strips of red cloth to each wicket to aid in visibility.
Fishing (All)		
Bowling (Intermediate and Upper)		The weight of the ball is important. Be sure the ball fits the child's hand.
Archery (Intermediate and Upper)		Use suction cup arrows in beginning instruction.
Table Tennis (Intermediate and Upper)		
Horseback riding (Intermediate and Upper)		Know the horse and know the children.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Golf (Upper)		Substitute a whiffle ball for the regular golf ball. Use short distances between holes.
Baseball (Intermediate and Upper)		Instruction for younger children can begin with a whiffle ball and bat.
Touch Football (Older Boys)		
Tennis (Upper)		

TUMBLING

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Body Awareness		
(All)	"Busy Bee"	Scatter formation on gym floor or mats. Seated facing a partner. Teacher says, "Feet to feet" and children extend legs and touch feet; "back to back" and children turn backs to partners. Other commands for touching parts of body are given, keeping children moving and solving problems. On command "Busy Bee", all must find new partners and game begins again.
Stunts (All)	Cradle	Lie on back on mat. Knees are drawn up to chest. Arms around legs just below knees against chest. The head is lifted off floor and with up and down motion causing the body to rock forward and back in a cradle motion.
(All)	Rocking Horse	Lie on stomach on mat. Knees are bent so feet are over back. Arms are extended back to grasp ankles. Ankles are pulled toward head as far as possible, head held high. With forward and back action body rocks to chest and back to thighs.
(All)	Bridge	Lie on back on mat, heels drawn up to buttocks, palms against mat under shoulders. Hips and chest raised from mat by arching back and pushing with arms and legs. Head extended to mat.

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
(All)	Kip-Up	Squatting position with feet shoulder width apart. Place hands flat on mat in front of each foot. Place knees on top of elbows and lean forward. Balance and then rock back to original position.
(All)	Frog Headstand	Squatting position same as in kip-up. Continue same as kip-up through balance and then lean forward until forehead touches mat. Balance in the position.
Intermediate and Upper	Full Headstand	Kip-up position. Balance body weight on forward part of head and bent arms. Raise legs straight up and arch back to hold position. Keep eyes focused on point in direct line of vision. Return to kip-up position and then to standing.
(All)	Forward Roll	Start from squatting position at one end of mat. Palms are flat against mat, elbows straight. Push off with both feet elevating hips and tucking chin against chest. Land on back of neck and shoulders, letting elbows bend to absorb the shock. (Head should not touch mat.) Tuck into a tight ball, and roll over gripping shins with both hands, pulling feet under the buttocks. Come up on feet without putting hands on mat.
(All)	Backward Roll	Start from squatting position at one end of mat. Drop down on buttocks and roll to back until shoulders contact mat. Palms placed on mat with fingers toward body. Push against mat with hands to allow head room to

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
		come through. Knees kept close to chest. Come up on feet.
(All)	Cartwheel	Stand erect with legs about shoulder width apart, arms extended horizontally. Raise leg corresponding with direction of cartwheel. Step and lean in direction of move, push with leading foot and kick legs over head as hands make contact with mat. Body passes through a handstand position with legs straddled as wide as possible. Legs and arms remain straight throughout.
(All)	Two-Man Roll	Children of about same size who have mastered backward and forward rolls. One child lies on mat with head toward end. Grasps ankles of second child with hands. Second child holds ankles of first child with hands. First child spreads legs so that second child may do forward roll through legs onto mat--continue rolling together.

BIBLIOGRAPHY

American Association for Health, Physical Education and Recreation, "Challenge," Recreation and Fitness for the Mentally Retarded, 1201 16th Street, N. W., Washington, D. C., 20036.

Beck, Joan, "Unlocking the Secrets of the Brain," reprinted from the Chicago Tribune Magazine, September 13 and September 27, 1964.

Bowers, Louis, "A Program of Developmental Motor Activities for Retarded Children," American Association for Health, Physical Education and Recreation Project on Recreation and Fitness for the Mentally Retarded.

Franklin, C.C., "Diversified Games and Activities of Low Organization for Mentally Retarded Children," Southern Illinois University, Carbondale, Illinois.

Kephart, Newell C., The Slow Learner in the Classroom. Charles E. Merrill Books, Inc., Columbus, Ohio, 1961.

Richardson, Hazel A., "Games for the Elementary School Grades," Texas Woman's University, Denton, Texas, Burgess Publishing Company, 426 S. 6th St., Minneapolis, Minn., 55415.

"Swimming Program for the Trainable Retarded Child," Canadian Association for Retarded Children, 87 Bedford Rd., Toronto 5, Ontario, Canada.

"The Recreator," State Colony, Woodbine, New Jersey, 08270.

Dance a Story, R.C.A., LE 101-LE 108

RHYTHMIC EQUIPMENT

Exercise Is Kid Stuff, L. P. Album No. 2070, Kimbo-U.S.A. Records, Box 55, Deal, New Jersey.

Rhythmic Activities & Physical Fitness, L.P. Album No. 1077, Kimbo-U.S.A. Records, Box 55, Deal, New Jersey.

Musical Participation Stories, Sing 'N Do Album No. 8, Sing 'N Do Company, Inc., P.O. Box 279, Ridgewood, New Jersey.

Honor Your Partner Albums, Albums 1-15, Square Dance Associates, Free Port, New York.

CREATIVE DEVELOPMENT:

Committee

Chairman:	Harriett Kellogg	Raytown
Original Members:	Ann Wilson	Jefferson City
	Richard Kirkey	Springfield
	Genevieve Hughes	Springfield
	Felicia Shuler	Fulton
Reactor Members:	Geraldine Williams	St. Louis
	Mary Tanner	Richmond
	Annie Rippee	Springfield
	Earl Wedin	Kansas City
	Lula Mitchell	St. Louis
	John Ellington	St. Louis
	Evelyn Neil	Joplin
	Fern Glenn	Cabool
	Christina Hoven	St. Louis
	Marie Berry	St. Louis

CREATIVE DEVELOPMENT

Introduction

Aims:
1. To provide growth in the child's taste in matters of materials, color and design as they apply to choices and arrangements of the things he uses and lives with everyday.
2. To provide growth in the use of leisure time.
3. To provide growth in the use of tools and materials.
4. To provide growth in the child's performance in terms of maximum potentials.
5. To provide growth in the child's ability to express his feelings and emotions in an approved manner.
6. To provide an area in which each child can achieve success.

Creativity is the act or capacity of making something new, of being inventive or original. It also encompasses productivity in the ability to produce ideas, symbols and objects easily and frequently, and the ability to approach a problem in a number of different ways.

Many retarded children do not have the verbal skills necessary to put their thoughts, feelings, desires, and ideas into words. Therefore, creative activities can release this frustration.

All art experiences are perceived through the senses. Children must be given continuous opportunities for creative production.

If the parent or teacher suggests or gives the child ideas of which he has no conception, the whole idea of creativity is lost. The child should be the sole master of his work. He is not engaging in a creative activity to produce, or to express your ideas or feelings, but as a means to express his emotions, and to promote his growth. Criticism of his work is the worst thing you can do; for, remember, it is part of him and by critizing you are really finding fault with him. Never say to a child that his product does not look real. Reality in appearances does not make for reality as far as feelings and emotions are concerned.

Remember, too, that proportions reflect the importance that a child attaches to the object and his relationship to it. Proportions change as the child's self image, feelings, and emotions change.

In classrooms for the mentally retarded, the two largest groups will usually be the brain damaged and the mongoloid. As is true in regular classrooms, the creative activities for the two groups will be structured differently. Because of the brain-injured child's distractibility, perseveration, disinhibition, perceptional and conceptional difficulties, the goals should be kept simple. It should be a straight forward activity and should involve a great number of objects that have to be fused. (Any creative activity he engages in will be entered into with greater intensity than that of a normal child.) Because of his perseveration problems, he may engage in the same activity over and over again. This is the time to change the media and to show him he can gain success in other ways.

The mongoloid child's responses to creative activities are more like a normal child's -- he is just of slower development. Therefore, his activities will basically be on the primary level.

It is quite often a good idea to combine two creative media. This not only gives the child greater enjoyment but may lead to new avenues of exploration. Examples of this are painting to music or telling a story by dancing or painting.

One criteria for the purchasing of art and craft materials is the label. Read all instructions carefully. No toxic or poisonous substances should be used in the classroom. Remember, children have a tendency to experience by taste. Food is a highly motivating factor to them. Also some trainable children have respiratory and heart ailments. Fumes that would not hurt a normal child can be highly dangerous to them.

GENERAL CRITERIA OF CREATIVE PROJECTS FOR THE MENTALLY RETARDED

1. Choose an activity that is geared to the child's ability, his motor coordination, his kinesthetic ability; otherwise, the experience will frustrate.

2. Be sure it is a project that will help the child gain in experience, in greater skill, in sensitivity or greater awareness of his environment.

3. Select projects which give opportunity for original thought or action.

4. Give the child an opportunity to experience pleasure; do not force him to use a media that is repulsive to him.

5. Make it an activity that he can do on his own.

6. Give the child motivation and socialization through field trips where he can observe creative objects and activities.

7. Don't forget to smile. Let him know you are enjoying the activity and show appreciation of his efforts.

MUSIC

General Aims:

1. To develop a love for music through singing, rhythms, and listening.
2. To develop physical coordination through rhythmic activities.
3. To utilize music as an emotional release.

LEARNINGS	YOUNGER CHILDREN ACTIVITIES	MATERIALS & EQUIPMENT
Learning to listen Learning to cooperate	Use finger plays Use action & counting songs	Recordings
Learning singing games		London Bridge Farmer in the Dell The Mulberry Bush Shoemaker's Dance
Learning to sing short simple tunes	Familiarize them with the melody first 1. Play or sing the song several times times while children listen. 2. Have children pat their knees or clap their hands to rhythm. 3. Have children march if the beat is strong enough. 4. Teacher & pupils chant words, clapping rhythmically. 5. Use a blackboard to draw pictures or dramatize by putting the words in motion. 6. Teacher & pupils sing the song together.	Piano or small organ Blackboard Antey, John W., Sing and Learn, John Day Company, New York, 1965
Learning to respond to musical rhythm	Clapping Marching - lifting the knees higher than in ordinary walking Jumping with both feet together Hopping on one foot while holding the other Galloping Sliding - use sliding steps forward or sideward Skipping	Records

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
(Learning to respond to musical rhythm continued)	Use rhythm instrument	Procedure: 1. Use only one type of instrument at a time. (Start with rhythm sticks.) 2. Use the instrument for time - fast and slow, marching and so on. 3. Use records, piano or set rhythm by hand clapping or foot tapping. 4. Use a simple, short little song with melody that can be learned easily to start your rhythm band. 5. Continue using the single instrument (rhythm sticks) for time training. 6. Gradually add more instruments into a simple rhythm band. 7. Use a single cymbal and drum with a majority of one, two, or three of the other instruments. 8. Use a simple short little song with a melody that can be easily learned to start your rhythm band.

INTERMEDIATE CHILDREN

Learning to sing	Use a variety of simple songs with repeated phrases and simple melody of a few words	Piano Song flute Auto harp Guitar
Learning to respond to rhythm	Marching	Procedure: 1. Start with 4/4 time first. 2. Count 1-2-3-4 as record plays or as you play the tune on the piano. Have the children count with you. 3. Draw a box on the blackboard and have the children count the sides. 4. Do not present the 3/4 rhythm until the children are aware of the 4/4 beat and can respond with clapping, counting, marching and so on.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
Learning to differentiate tone, tempo, pitch	Listen and identify: high & low pitch fast & slow tempo soft & loud 4/4 or 3/4 rhythm	Procedure: 1. Use the extreme and exaggerate the differences in soft and loud tone, fast or slow tempo, and high and low pitch.
	OLDER CHILDREN	
(See those learnings listed for younger & intermediate children.)		
Learning to appreciate different types of songs	Sing hymns Sing patriotic songs Sing folk songs Sing songs pertaining to: special occasions seasons & weather	Procedure: 1. Play music several times. 2. Stress the smooth even rhythm which is almost always easy to sing and remember. 3. Read the words to the class and discuss the meaning - what was said and why. Spirituals 1. Play the song several times. 2. Stress the syncopation. Patriotic 1. Start with a song the children know, such as America, and proceed first with the melody and rhythm, then with the words. Folk Songs 1. Teach melody and rhythm first. 2. Use visual aids - pictures, blackboards, dramatize - any means available in presenting the words and explaining the meaning of folk songs.
Learning songs the children can relate to	Use T.V. jingles Use popular recordings	
Learning to respond to rhythm	March Twirl baton Use drum sticks Bounce balls to music ("Bounce, bounce, bounce, hold" 4/4 time) Do body rhythms to drum beat	Record player Recordings Baton Drums

GENERAL NOTES ON MUSICAL ACTIVITIES

1. Enhance the enjoyment of music through play activities.

2. A desire must be created for the child to sing or play a musical instrument. (rhythm band)

3. Music must at first be kept simple (5 note range). Then add simple words with meaning.

4. Stress rhythms with children who have difficulty with muscular coordination.

5. Give a personal note to the music by using child's name in the song.

DRAMA

General Aims:

1. To release a child's frustrations, emotions and inhibitions.
2. To teach the child socialization.
3. To teach the child the enjoyment of play.
4. To help the child to learn to think abstractly.
5. To teach children that certain actions may be appropriate at one time but not at other times.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to pretend or make believe	Story telling	Procedure: Start children out in conventional manner, into their own story. This may be done by letting each child tell a certain part of the story -- or by giving a main theme, then let children branch out from this. Animate or inanimate objects may be used.
To learn to play familiar stories	Dramatize the Three Bears Little Red Riding Hood Three Little Pigs Billy Goat's Gruff	
To learn interpretation	Pantomiming Dance	Music (recorded), Poetry books, Story books Procedure: Tell a story by movement and actions as suggested by recorded music. swaying trees, fluttering leaves, waving grass, frozen weeds Recorded music - suggested type something with harps and violins.

ART

YOUNGER CHILDREN

General Aims:

1. To teach basic colors.
2. To develop growth in finger and hand dexterity.
3. To develop recognition of shapes and form.
4. To develop growth in eye and hand coordination.
5. To develop recognition of objects.
6. To develop growth in creative ability.
7. To develop size discrimination.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn tearing	Simple tearing	Procedure: Start with simple tearing of newspaper or catalog, progressing to tearing of large simple objects such as circles, squares, etc. Paste onto cardboard or construction paper, guiding child to use correct pasting methods and to gradually form creative designs.
To learn cutting	Cut on heavy straight line between two pieces of cardboard.* Cut on a line using cardboard as a guide.* Cut geometric figures such as squares, oblong, triangles and rhomboids.* Cut heavy curved lines and circles.* Cut out simple pictures. Cut out more complicated pictures. Mount on cardboard to help establish foreground-background concept.*	Cardboard, tagboard, scissors
To learn pasting	Paste materials onto construction paper background.	Paste, cardboard Procedure: Show the child proper application of paste and proper amount to use.
To learn coloring	Color large simple outline pictures, progressing to more complicated ones.	Procedure: Start child out with only one color progressing gradually to more colors and finally the child choosing his own colors.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn painting	1. Finger painting	Procedure: Have child merely experiment with one color on paper. Progress to making designs and then using more than one color.
	2. Using tempera and newsprint	Procedure: Let child experiment with brush and one color. Then progress to creating pictures of more than one color.
To learn molding	Manipulate clay	Procedure: Clay should be soft enough so as not to discourage first attempts.
	Make "worms" or balls Make bowls, nests, eggs, or object of child's creation.	
To learn sorting and matching	Sort according to color *	Procedure: Cut 2" squares of colored construction paper in 6 primary and secondary colors, mount on cardboard.*
	Match color to color *	Procedure: Make dominoes of 2" primary and secondary colors; mount on cardboard strips 2"x 4".*
	Sort beads - color and shape Mount circles, squares and triangles	Procedure: Cut from construction paper on cardboard. Have all circles blue, all squares red, etc. Sort as to shape--color is clue.* Repeat above, but different colors of each so that color is no clue.
To learn design	Put design on pegboard. Let child work it out on another.* Make design on paper and let child work it out on pegboard. * Have child make own design choosing pegs of a designated color only. Have child make own design using 2-3-4 designated colors.	Pegboard

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn folding	Simple folding	Procedure: Start with one simple fold with a guide line drawn on paper. Work up to more complicated folds with no guide lines.

* 'A Teaching Method for Brain Injured and Hyperactive Children' by Cruickshank, Bentzen, Ratzeberg and Tannhauser

INTERMEDIATE

General Aims:

1. To teach colors
2. To develop growth in muscular coordination
3. To develop awareness of environment
4. To develop recognition of objects, sizes, shapes

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn painting	1. Sponge painting	Procedure: Sponge painting is done by cutting sponges into small squares. These are used instead of a brush. Pressed down without dragging it makes a good tree foliage or abstract design.
	2. Water colors	Procedure: No white is used as in tempera. White is gained by allowing paper to show through. Paper showing through gives a sparkling effect. Use of b ck gives vitality. Have child mix some of the colors directly on the paper.
	3. Water color on wet paper	Procedure: Spread water all over paper or soak paper. Gently add colors. Light first then dark, tip so colors will run. Details can be added when dry. Materials: Cake water colors, brushes, smooth paper, water containers, sponges, colored chalk, broken crayons, sandpaper, iron

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn texture	Crayon on sandpaper	Procedure: Draw directly on the sandpaper with crayon. The rougher the sandpaper, the more interesting the textural effects.
	Crayon textures	Procedure: Hold thin drawing paper against a rough surface which has a definite and interesting texture. Rub the crayon over the paper and the texture will be transferred to the paper. Try side of crayon. Experiment with bricks, wood, cloth, leatherette, etc.
To learn different media	Crayon on cloth	Procedure: Draw directly on cloth with crayons, using considerable pressure. Melt crayon into cloth by placing it under a heat lamp or ironing over it between sheets of paper. Wash with non-detergent soap in cool water.
	Chalk	Procedure: Try light or white chalk on dark colored paper. Try all colors on grey or colored paper.

YOUNG ADULTS

General Aims:

1. To cultivate enjoyment.
2. To learn wise use of leisure time.
3. To learn to follow directions correctly.
4. To provide some types of vocational training which, in some cases, may lead to employment.
5. To develop concepts of size shapes, colors.
6. To develop a sense of self worth.
7. To develop originality and creative thought.
8. To develop manual dexterity.
9. To promote an appreciation of his environment.
10. To develop a sense of pride in work well done.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
To learn to work with clay	Pinch pot - hands are tools 1. Make a clay ball - size of orange. 2. Press thumb in center. 3. Keep one hand cupped around ball and rotate it while the thumb of the other hand continuesto press out an even wall. 4. When wall is ½-¼ inch thick, smooth the edges and flatten the bottom, set it aside to dry. 5. Decorative pieces of clay can be added by using clay slip as glue. (Clay slip is clay emulsion consistency of cream.) Fire to cone of clay directions.	Materials: Clay, water, containers, wedging board with stretched wire, plastic cloths to work on, some wooden and wire and tools, fettling or paring knife, small sponges, rolling pin, several flat wooden sticks ¼ or ½ inch thick and at least 12 inches long, steel and rubber scrapers for smoothing clay, colored slips and underglazes and assorted brushes for decorating, a kiln or access to place that will fire for you, firing cones. (Self hardening clay is not recommended as it is toxic.) Procedure: The moist clay must be well wedged for all projects. This removes the air bubbles which will cause breaking or cracking during firing. Knead the air out of clay on wedging board, cut it frequently to check on air bubbles, slam clay on wedging board till clay is smooth and plastic, cut off amount you are going to use, wrap remainder in plastic sack to keep it from drying. Unfinished pieces may also be wrapped in plastic for overnight storage.
	Clay slabs-moist clay slabs are used in most hand processes.	Procedure: 1. Place a moist well wedged piece of clay on damp cloth, place two lath sticks on either side. 2. Roll clay from center (as you would pie dough). Have rolling pin resting evenly on lath sticks. 3. Cut desired shape with fettling knife. 4. Pierce any air holes in the slab and smooth with a sponge and flexible scraper. The slab may be used as the base of ash trays, tiles or the making of Christmas tree ornaments, by using cookie cutters.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
	Clay Hump Mold	Procedure: 1. Shape a high hump of moist clay with the ridgid steel scrapper used to clean the wedging board. 2. Cover this hump with several layers of damp cheese cloth.
	The Dish	Procedure: 1. Place a fresh clay slab ¼ or ½ inch thick over the hump, smooth and shape it to the form. Smooth with wet sponge and flexible scrapper. 2. Cut around shape with end of fettling knife, using a downward motion to free excess clay from mold. 3. When piece is leather hard, remove from mold. Clean dish with wet sponge and fettling knife.
	Sandbox Method	Procedure: 1. An empty box of sturdy construction, half fill the box with coarse sand, dampen, make depression in sand, cover with damp cloth. 2. Roll out slab of clay, cut out simple circle, place on cloth in sandbox, press into mold with sand bag. Let piece harden, attach legs with clay slip, trim and clean.
	Clay slab with sides	Procedure: 1. Roll out clay slab. 2. Cut free form, shape with fettling knife. 3. Cut strips ½ inch wide and long enough to go around free-form shape. 4. Attach strips to free-form bottom with clay slip, reinforce with clay where needed. 5. Clean with wet sponge. May be decorated with clay slip, rolled clay designs, impressions of tools, twigs, coins, etc.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		Decoration: Use underglazes and clay slips, glazes are made from ground glass and contain substances, such as arsenic and lead. Their use in the classroom is not advised. Teacher should use all overglazing. Ceramic chalks may be used to draw pictures on bisque pieces, fixative is then sprayed over picture, clear overglaze is painted over all. Piece is then fired.
To learn oil painting	Oil Painting Procedure: 1. Place palette, brushes, spreading media and prepared canvas in front of child. 2. Explain that paint is not to be put in mouth. 3. Show on a sheet of paper a few simple brush strokes. 4. Do not suggest subject matter to child, let him choose his own, do no correcting of the painting. 5. Let child work till he is satisfied. 6. After painting is completed, let completely dry, spray or brush with Damar varnish. 7. Have child make or refinish frame for his picture.	Materials: Simple palette of oil paints, oil painting brushes, 1 bristle, 2 sable, spreading media, gel is recommended. Canvas panels, artist Damar varnish for final coating and turpentine for brush cleaning.
To teach color, construction and manual dexterity	Paper Mache	Materials: Madras tissue paper, pure wheat paste (wallpaper paste), scissors, bowls or buckets, rags for mopping, some sort of structure or under base, clear varnish. Procedure: Decide on object to be made (figure for creche set, mirror frame, etc.) 1. Make understructure of twisted wire or chicken wire. 2. Cut paper into strips. Dip into paste mixture.

LEARNINGS	ACTIVITIES	MATERIALS & EQUIPMENT
		3. Drape paper onto frame or understructure. 4. Let dry completely. Varnish. Paper mache jewelry, earrings, bracelets and so forth can be formed in this same manner.
To teach color and color combinations, to improve coordination	Weaving	Procedure: 1. Show child the loom and what can be produced on it. 2. Have child choose colors and materials. 3. Have child sew chosen strips together.
To develop creative thought	Scrap lumber activities	Procedure: Children can be motivated by first talking of animals. Pieces of lumber are brought into the room. Each child may choose the sizes he desires. Child creates animal or structure from lumber. Pieces are then glued together. Child paints the object with water based tempra.

BIBLIOGRAPHY

1. Teacher's Edition 1. My Weekly Reader, February 22, 1967, Vol. 44, No. 20

2. Ginglend, David R. Stiles, Winfred E., Music Activities For Retarded Children, Abingdon Press, New York, 1965.

3. Pitts, Lille Belle, Glen, Maybelle, Wattere, Lorrain E. Wersen, Louis G. Our Singing World Series, Ginn and Company, Boston, New York, Chicago 1960.

4. Mendleowitz, Daniel M., "Children Are Artists" Stanford University Press, Standford, California, 2nd edition, 1963.

5. Goodenough, Florence 1., "Exceptional Children" Appleton-Century-Crofts, Inc., 1956 pp. 60-61, pp. 284-287.

6. Jordon, Thomas E., "The Mentally Retarded" Charles A. Merrill Books, Inc. Columbus, Ohio.

7. Greenacre, Phyllis, M.D. "The Psychoanalytic Study of the Child" "The Childhood of the Artist" Vol. XIV, International Universities Press, New York, 1959.

8. Lowenfeld, Viktor, "Creative and Mental Growth" 3rd edition, The Macmillan Co., New York, 1957.

9. Simpson, Martha, "Art Is For Everyone" McGraw Hill Book Co., New York, Lomdon, Toronto, 1951.

10. Alshuler, Rose H., Hatwick. La Bretta Heiss, "Painting and Personality A Study of Young Children." The University of Chicago Press, Chicago, Illinois, 1947.

11. "Art for the Elementary Schools of Missouri," Jefferson City, Missouri, Department of Education, 1956.

12. Fitzgerald, Burdette S., "Let's Act the Story," Fearon Publishers, Inc., Palo Alto, California, 1957.

FUNCTIONAL ACADEMICS:

	Committee	
Chairman:	Sue Faros	Hickman Mills
Original Members:	Joanne Monahan	Columbia
	Florence Erickson	Raytown
	Rozella Norfolk	Kansas City
	Carol Dias	Harrisonville
Reactor Members:	Ernestine Pritchard	St. Louis
	Maud Burk	Bethany
	Ella Caldwell	Springfield
	Violet Bowen	St. Joseph
	Effie McConnell	Monett
	Lucille Scalia	Joplin
	Lee Ann Hunter	Rolla
	Frances Cunningham	Branson
	Martha West	St. Louis

FUNCTIONAL ACADEMICS

INTRODUCTION

Perhaps the most controversial area of training for the trainable mentally retarded, is that of academics. Since the entire educational system is traditionally founded on the "3R's, some statements as to the expectations of the trainable in these areas, are pertinent.

It has been thought by many, that the TMR's limited mental abilities necessarily limited the academic program to one of mere survival learnings. However, it has been found that some trainables are capable of a more complex academic program, and should be entitled to acquire such skills as will be useful and pleasurable to them, to the maximum of their abilities.

The purpose of this section entitled, Functional Academics, is to outline a program which is realistic and useful, commensurate with the abilities of the trainable mentally retarded.

It should be understood, that individual differences will not allow all trainable pupils to participate equally in this area.

AIMS

1. To aid the child in getting meaning from oral language by listening.
2. To stimulate the need and desire to communicate.
3. To provide pleasurable listening experiences.
4. To develop skill in handwriting.
5. To develop simple number skills.
6. To familiarize with elementary monetary values and simple measurements.
7. To familiarize with terms of quantity, size, time and form.
8. To develop reading to the levels of individual understanding and capabilities.
9. To stimulate the child's interest and awareness of his environment and to understand the elements of nature.
10. To provide the training that will enable each child to achieve to the maximum of his ability.

LISTENING AND THINKING SKILLS

Aims:

1. To help the child interpret meaning from listening.
2. To provide pleasurable listening experiences.
3. To stimulate need and desire to communicate.
4. To aid child in developing oral language by listening.
   (See Area V--Language Development)

PRIMARY

	LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
158	Listens to others in attention-compelling situations.	Have show and tell time, taking turns. Makes response to spoken name in classroom situations.	
	Recognizes and reacts to sound.	Have marching, skipping, walking, clapping exercises to music. Let child respond to rhythm and tempo. Play listening games involving sound reaction and response.	Bells, horns, sirens, whistles, maracas and other noisemakers. Records and sound effect tapes
	Listens to and responds to sound-verbal commands.	Give an opportunity to respond to commands in daily activities--"stop, go, wait, close the door," etc.	
	Listens for pleasure and enjoyment.	Listen to records, stories, poems, etc.	Appropriate records, stories and poems

INTERMEDIATE

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Listens to produce proper response.	Relate story or song and ask children to tell you about it. Sing action songs which stimulate active response. Use finger plays.	Finger play manual
Listens to recognize variety of tone and quality.	Give children an opportunity to listen to and participate in whispering, shouting, humming and whistling.	Tape recorder
Listens to discern meaning of tone.	Give the children an opportunity to listen to and determine the meaning of crying, laughing, excitement, sorrow, etc.	Puppets
Listens to produce vocal response.	Give the children an opportunity to vocalize in repetition and mimicking of names to common objects.	
Listens to improve memory.	Have children listen to names of several objects as pictures are shown. Have them cover their eyes and remove one picture. Have them tell you which picture is gone.	Large object pictures

YOUNG ADULT

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Listens for proper conversational response.	Maintain a relaxed, sociable atmosphere to encourage vocal expression in the classroom.	
Listens to discriminate between voices.	Play game of "Guess Who", where one class member is blindfolded and tries to tell which of his classmates is speaking.	
Listens to and relates telephone messages.	Construct opportunities for the pupil to become familiar with the telephone and to be given simple messages and commands.	Tele-trainer available through the telephone company

HANDWRITING

Aims:

1. To gain recognition of form.
2. To develop muscular coordination.
3. To form habits of neatness and carefulness.
4. To gain ability to form letters of the alphabet and numbers legibly.
5. To write own name, address and telephone number.

PRIMARY

	LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
161	Determines hand dominance.	Observe child in everyday situations. Note: (Usually a child will be predominantly left or right sided--ie-hand, foot, eye, ear)	
	Holds pencil correctly. (En-Tandem method)	Place pencil in proper hand. Hold the pencil in place as you begin to proceed, until the child is able to hold it alone.	
	Learns simple motion exercises.	Practice push-pull motion with large crayon or large, soft pencil.	Large crayon or pencil
	Experiences a feeling for straightness and roundedness.	Have child draw straight line between two given points. Start with blackboard. Emphasize termination of line.	Chalkboard, chalk

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns eye-hand coordination through visual discrimination and tactile perception.	Give exercises in visual discrimination and tactile perception.	See Area IV--Sensory and Perceptual Training
Traces simple geometric forms.	Have child trace vertical and horizontal lines. Proceed to tracing geometric forms--(circle, square, triangle on chalkboard--then on paper.	Geometric form cards
Traces letters of his first name.	Have child trace over prepared copy of his own first name. Note:(Heavy lines should be drawn by teacher to emphasize base line. Heavy vertical lines separate letters to teach spacing. Start with 1 inch squares.)	Paper with 1 inch square
Traces letters of the alphabet and numbers.	Proceed in same manner as for name.	Alphabet cards
Writes directly below copy. (manuscript)	Pupils write directly below copy of name, letters, or numbers.	

INTERMEDIATE

Keeps letters and figures resting on base line.	Continue with primary methods as needed.	Primary materials
Spaces letters and figures uniformly.	Gradually reduce writing spaces from 1 inch to ½ inch. Continue practice copying.	
Spaces words correctly.	Omit heavy guide lines and blocked spaces when no longer needed.	Primary writing paper Standard pencils

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Combines letters for own first name.	Continue to use copy until child gradually becomes less and less dependent.	
Writes full name, address and telephone number.	Begin with copy. Constantly practice until copy no longer is needed.	Cards with children's: (1) full name (2) address (3) telephone number
Writes numbers 1-12 without model.	Practice with a model until child can do it independently.	

YOUNG ADULT

Writes (manuscript or cursive) own full names. Writes own address and telephone number. Writes entire alphabet. Writes numbers from 1-100. Copies a simple sentence to label a project. Counts objects and records number. Fills in a simple form: name address telephone number. Writes and spells simple words that are a part of his vocabulary.	Continue with preceding areas as needed. Note:(Some may have the ability to master cursive writing.)	Materials from preceding areas as needed. Standard ruled writing paper. Standard lead pencils Ball point pens

NUMBERS

Aim:

1. To develop simple number skills.

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns vocabulary: big and little short and tall one and more few and many small and large before and after less and more in front of and behind.	Familiar objects are placed on a large table. Each child in turn is called on to come to the table and the teacher says, "Put your finger on the big doll; put your finger on the little ball; give me the little record; give me the little doll."	Big Doll Little doll Big Ball Little ball Big record Little record
	Progress to the use of pictures of same objects and use same procedure.	
Learns the concept of numbers 1 to 5.	Let the children count other children, tables, chairs, cups, etc., at every opportunity. Count from left to right and stress tactile, concrete stimulation.	Books, pencils, blocks, toys or anything in sight
	Teach games and songs with total body activity, such as "Six Little Ducks" and "Ten Little Indians".	
	Teach counting and structured termination through (1) use of objects or card configurations (2) counting without visable structured termina-	Milton Bradley 1 inch colored blocks Color sheets Flannel board objects and numbers

LEARNINGS	ACTIVITIES	MATERIALS
	tion (3) concept of number symbol--look and count. Selection of proper groupings.	Domino card configurations Milton Bradley concept cards Note:(Refer to Julia Molloy's Trainable Children.)
	Attach written number symbol to the concrete presentation. "Show me three blocks-- show me number three."	Large three-dimension numbers Magnetic figures and numbers Peg boards Colored beads Giant beaded number cards by Touch, Inc.
	Use worksheets matching numbers. Use worksheets matching groups and numbers. Use memory and reenforcement exercises. Write number on sheet and have child paste on corresponding number of 1 inch colored paper cubes Use Workbook exercises.	"Happy Way to Numbers" by Mary Ann Ambrose
Learns House Numbers.	Have child construct house of paper or cardboard. Write house number on front. Play game affording each child to tell his house number. Tell number stories.	Construction paper or cardboard Colored felt-tip marking pencils Finger plays and stories

INTERMEDIATE

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns vocabulary: short and long slow and fast in and out top and bottom high and low over and under above and below inside and outside first and last dozen full and empty quarts and pints.	Demonstrate differences; then allow children to participate via games.	Yardstick and foot rule Ball Box and small object Window Desk Building Calendar Eggs, oranges and lemons Glasses of milk Milk cartons and jars
Learns concept of numbers 1 to 10.	Teach counting ny grouping and notation, using 5 blocks of one color as a group.	Colored blocks or domino cards Blocks, beads, cubed colored paper
	Use exercises from workbook.	"Ready to Begin Numbers" by Holt, Rinehart and Winston, Inc.
	Use worksheets from "Number Concepts", "Playing With Numbers" or "Fun With Numbers."	"Number Concepts", Level I Continental Publications "Playing With Numbers", Level I and Level II, Continental Publications "Fun With Numbers", Beginners, Gel-Sten Supply Co.
	Play games with number-picture matching cards.	Milton Bradley "Count to Ten" and "Candyland"

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns age, address and telephone number.	Gives information at roll call "Number Please" game.	Real telephone
Learns time.	Prepare a large clock face with moveable hands, long hand red, and the short hand black. Make large pictures of clocks on paper, and give one to each child. (Work in groups of 4 or less) Let each child set the hands on the cardboard clock at a specified hour. Then each child copies on his paper clock, with the use of a red and black crayon, the position of the hands. Do this many times, helping each child to see that the hour hand is short and the minute hand is long.	Large clock of cardboard or paper plates
Recognizes coins; penny, nickel, dime, quarter, half-dollar and paper dollar.	Take children shopping. Play store. Play guessing games with real money. Buy milk at school. Pay for luches at school.	Money (real) Language Master
Learns number concept 1 to 10.	Conduct drill in recognition of numbers in and out of sequence. Match number symbols with groups of objects concrete and abstract.	Number cards Counting cubes Pictures with groups of objects to count and match with number symbols

YOUNG ADULT

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns number concept to twenties.	Match number symbols with groups of objects. Group in tens.	Cards with number words Number cards
	Match number symbols with number words.	
	Play number games.	"Uncle Wiggly" game
Recognizes dates.	Set aside a time each day to talk about date of month.	Calendars from Continental Press monthly materials
	Use day to day calendar.	
	Copy daily story from the board, including month, day date and other special events or weather.	
Learns simple addition and subtraction.	Use single column problems with supervision as necessary.	Counting cubes Flash cards
Learns to tell time.	Practice counting by five.	Clock
	Use worksheets.	"Time, 1, 2, 3" Continental Press
	Play time games.	Milton Bradley "Tell Time Quizmo"
Learns to count to 100 by fives.	Sort objects into groups of five.	Objects furnished by workshop material
Learns to count to 100 by tens.	Sort objects into groups of ten.	
Learns to count to 100 by ones.		Milton Bradley "Number Chart"

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns vocabulary; take away add change from subtract cup full half teaspoon tablespoon		
Learns to keep score.	Go bowling. Play tiddly winks. Play ring toss. Play eggcarton roll.	

MONEY

Aim:

1. To provide the individual pupil with the activities and experiences with money which are meaningful and useful in everyday living.

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns uses of money.	Set up a play store and let the child have experience in finding out that what he wants costs money.	Items and equipment for play store.
Learns relative value of money.	Use pictures cut from magazines to play "Which Costs More?" Help child develop sense of values.	Magazines for pictures
170 Learns care of money.	Give the child experiences in being responsible for lunch money or money for other school activities.	
Learns how to get money.	Let the children choose a pretend occupation to earn money. Help them understand that daddy must earn the money to support the family.	
Learns to recognize coins and to identify by name - penny, nickel and dime.	Introduce penny and teach with number one; two pennies with number two, etc. Let child buy gum or candy for a penny. Introduce nickel with number five. Count five pennies. Teach 5. Make a nickel with pennies.	Real money Charts Coins on duplicated sheets

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Let child choose pennies from a number of coins. Repeat with nickel. Let child buy candy or gum with five pennies or nickel. When the child has learned the numbers from 6 to 10, introduce the dime. Go slowly	
	INTERMEDIATE	
Learns to make change to quarter.	Repeat the use and quantity of the penny, nickel and dime. From a group of coins, pick out the above and name it. Tell how much each one is worth. Select coin from group when asked which one is one cent, five cents or ten cents.	Actual coins
Learns to recognize and use money.	Select from pictures or carton in play store, things that can be bought with a penny, nickel or dime.	Store items Price tags Balloons, cookies, stamps, candy and gum. Cash register
	Give each child a nickel in exchange for his five pennies. Continue with a dime for 2 nickels.	
	Have children sort and match coins.	
	Count by fives to 25. Present the quarter and make change for a quarter.	

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Select amount for bus fare. Count it. Make change of two dimes, nickel for a quarter. Make change of five nickels for a quarter. Make use of movie time to sell tickets, popcorn and drink. Have child determine the amounts needed for each item.	

YOUNG ADULT

Learns quarter, half-dollar and dollar.	Count dime and nickels. Learn to choose quarter from group of coins. Count by nickels to 25 cents. Learn to add pennies to this amount. Count by dimes to 50 cents, then add on pennies. Learn to recognize half-dollar. Introduce dollar in same manner. Discuss size and color of all money used. Repeat each step often. Learn terms; more - less many - few most - least	Actual coins and bills Items for store. Chalkboard Grocery ads from paper Cash register

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns dollar sign and decimal sign. Learns to read and write the values of money. Learns to solve simple problems about money.	Learn place value, positions of dollars and cents as suggested on page one of "Ideal Value Kit" #764, lesson 1. Visit local stores.	"Ideal Dollars and Cents Place Value Kit" #764 Flannel board
Learns to use money in coin operated machines.	Ride on bus, trip to laundremat, cafeteria, post office, etc., where they may use coins in machines.	
Learns the value of saving money.	Prepare a bank for each child. Show him how some put in every day grows and can buy more.	
Recognizes checks and understands that signed checks have value.	Mimeograph some check blanks and let the child become familiar with them. Make exchanges of money with him, for checks when filled out.	

TIME, QUANTITY, SIZE, MEASUREMENT

Aims:

1. To familiarize with terms of quantity, size, time and form.

2. To familiarize with terms of measurement.

TIME

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Recognizes numbers.	Count by rote. Match numbers. Count objects. Select numbers by name.	Teacher made
Recognizes clock and its use to tell time.	Manipulate toy clock. Expose child to different kinds of clocks. (alarms, watches, etc.)	Clock with movable gears (Creative Playthings)

INTERMEDIATE

Learns daily sequence.	Act out sequence of each day. Talk about when meals are eaten. Discuss day and night and illustrate with magazine pictures. Chart pictures of daily activities and have children specify morning, noon, night.	
Learns weekly sequence.	Learn names and sequence of days of week. Discuss weekdays vs. weekends.	

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Show pictures of church, school playtime and ask what day it could be. Discuss T.V. programs with emphasis on days viewed.	
Learns monthly sequence.	Learn months of year as they pertain to holidays, birthdays and special events.	
Learns use of clock.	Write numbers on blank clock on board.	Have correct clock model on view until children learn the design of the clock.
	Write numbers on individual clocks.	
	Act out clock song.	Record, "I'm a Little Teapot" Words and actions to use are on page 51, Educational Rhythmics
	Discuss name of the clock's hands.	Child Guidance toys
	Use clock puzzle at desk.	

YOUNG ADULT

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns use of clock.	Introduce "O'clock clock".	Clock with only hour hand movable (Teacher made)
	Have children say name of hour as teacher moves hour hand.	
	Have children match hour hand on individual clocks to go from hour to hour and have them signal as new hour is reached.	Pupils should make their own paper plate clocks
	Introduce (separately) the "half past" and "quarter past" clocks and use same sequence as for teaching time by the hour.	Use clock without glass covering the face. Teacher made model with minute hand glued to the 6, 9, and 3

Learns to apply the telling of time.	Set model clock for beginning or end of an activity and check with real clock at proper time.	
	Chart the time each pupil arrives at school--draw a clock next to each name.	
	Encourage pupils to note when clock is on the hour and tell the rest of the class.	
	Prepare worksheets for re-enforcement.	
	Discuss words such as; early, late, now, later, wait, first, last, fast, slow, etc.	

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Gains fuller comprehension of time span.	Through discussion, make terms such as last night, tonight, tomorrow, this morning, this afternoon, and yesterday meaningful.	
	Use class calendar daily and emphasize tomorrow and yesterday, as well as today.	"Day by Day Calendar"
	Use individual calendars to mark off each day.	
	Foster an awareness of seasons and the weather characteristic and sequence.	
	SIZE	
	PRIMARY	
Learns body size.	Imprint hands and feet in clay and refit them.	Clay, cardboard boxes
	Play "Can you fit there?", and have child do such things as crawl under the table, etc.	
	Measure each child.	Tape measure, cardboard markers to be taped to wall at child's height
Becomes familiar with words such as: big and little large and small tall and short	Compare sizes of two children.	Montessori Graded Cylinder set with knobs (Creative Playthings)
	Compare sizes of blocks, other objects and cardboard shapes.	Relative size sets
		Graded circles, squares, triangles
Manipulates size objects.	Begin with group activities and then as the sequences become meaningful, use these items for individual desk work.	Postal station
		Color cone

INTERMEDIATE

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns to use and understand words such as: large, larger, largest small, smaller, smallest.	Use class members and apply these terms.	
	Use objects and ask questions about size.	Quart and gallon milk cartons, cans, etc.
	Compare doll house furniture with real furniture.	Solid Block Dollhouse furniture (Creative Playthings)
	Compare pictures of objects with the real objects.	
Learns to use ruler.	Have children name numbers on ruler.	Individual rulers
	Mark inches on paper ruler.	Pre-cut paper with inches marked but unnumbered
	Find objects in room that are as long as ruler.	

YOUNG ADULT

Learns to use ruler.	Compare ruler with yardstick-count inches on each.	Ruler and yardstick
	Become familiar with terms foot and inch.	
	Measure and cut paper to certain specifications.	
	Use rulers in vocational projects when possible.	
Learns to use and understand words such as: longer and shorter narrow and wide.	Use paper strips of same length but different widths.	
	Put an unequal number of beads on	Beads and strings

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	2 strings. Ask pupil to select longest, shortest, and measure to check answers.	Ruler
	QUANTITY	
	PRIMARY	
Becomes familiar with quantitative items.	Play with measuring cup and cans with water.	Water, cups, cans
	Play with measuring cup and boxes in sand.	Sand, cups, boxes
	Fill egg cartons with beads and spools.	Egg cartons, beads, spools
	INTERMEDIATE	
Learns meaning of empty, full, boxful, cupful, everybody, nobody.	Through discussion and concrete demonstrations (pictures and real objects), stress these words.	Cup, water
	Repeat play with quantitative items, asking for a cupful, a cup part full, an empty cup, etc.	Cup, pitcher, boxes
	Direct child to pour 3 cups of water into a pitcher; 2 boxes of sand into a large box, etc.	
	Count spools while filling egg carton.	Carton, spools
	YOUNG ADULT	
Learns use and understanding of: all, some, none.	Use pupils to illustrate these terms by asking "Are all of us in the circle? Are some of you? Now none of you are."	Large chalk circle on floor

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Use objects to illustrate terms--moving all, some or none to designated areas.	
many, few	Group objects to illustrate these terms. Ask appropriate questions.	Pennies, pencils, papers, etc.
more, less	Ask questions when the occasions arise as to who has more money, less ice cream, more crayons, etc.	
whole, half, quarter	Fold paper.	
	Cut paper.	
	Illustrate whole, half, quarter.	Fruit Plate (Creative Playthings)
	Concretely discuss and then let the pupils cut cookies or pies.	
	Ask pupils to divide a group of objects into 2 equal parts, gradually increasing the number and eventually asking for 4 equal parts. Ask them to put the whole group back together.	
pair	Discuss pair as meaning 2 of something alike.	
	Illustrate by real objects or pictures of mittens, gloves, shoes, socks, twins.	
	Mix up several pupil's gym shoes and ask them to find the pairs.	

LEARNINGS	ACTIVITIES	MATERIALS AND EQULPMENT
dozen	Discuss dozen as referring to 12 of something.	Flannel board
	Take a trip to the bakery for a dozen cup-cakes or cookies (be sure to tell the sales-woman that a baker's dozen is unacceptable).	
	Have pupils count out a dozen objects.	Pencils, erasers, chalk, crayons, books, etc.
	Take a trip to the grocery store for a dozen eggs to be used in cooking.	
cup, pint, quart, gallon.	Select pictures to illustrate these items and chart them to be kept in view.	Pictures from magazines
	Take trips to the store for quart of milk, gallon of ice cream, etc.	
	Ask pupils to bring in various size containers from home as they are emptied--set up a display table.	Empty food containers
	Measure water--filling pint container from cup; quart container from cup.	
	Set up a play store with empty containers and have pupils ask for specific quantities when buying.	

SUPPLEMENTARY MATERIALS
NUMBERS, MONEY, TIME, QUANTITY, SIZE

I Filmstrips
- A. State Department of Education Filmstrips
  1. Reel 7--Frames 1-13--"Concepts Basic to Number Work"
  2. Reel 7--Frames 14-26--"Juno the June Bug"
  3. Reel 7--Frames 27-40--"I Can Count"
  4. Reel 8--Frames 1-13--"Think and Do"
- B. Eye Gate Filmstrips
  1. No. 103A--"Count to Find Out"
  2. No. 103B--"Seeing the Use of Numbers 1-5"
  3. No. 103C--"Numbers 6-10"
  4. No. 103D--"Groups of 2-10"
  5. No. 103E--"Putting Groups Together"
  6. No. 103F--"Number 11-19"
  7. No. 103G--"Taking a Group Apart"
  8. No. 103H--"Time and Money"
  9. No. 103I--"How Many in All? How Many Left?"

II Finger Plays
- A. State Department of Education Finger Play Manual
  1. "Hickory Dickory Dock"
  2. "Two Little Blackbirds"
  3. "Five Little Squirrels"
  4. "Five Little Bluebirds"
  5. "Soldiers"
  6. "Five Little Mice"
  7. "Counting the Fingers"
  8. "Fishes"
  9. "Five Little Rabbits"
  10. "Six Little Ducks"
  11. "Ten Little Fingers"
  12. "Ten Little Soldiers"
  13. "Ten Little Indians"
  14. "Ten Little Ducklings"
  15. "Ten Fluffy Chickens"

III Songs
- A. State Department of Education Music Folder
  1. "Ten Little Fingers"
  2. "I'm Tall, I'm Small"

3. "Clock Song"
4. "The Clock"
5. "This Old Man"
6. "1,2,3,4,5,6,7"
7. "Ten Little Indians"..
8. "One Little Elephant"
9. "Two Little Birds"

IV Duplicating Materials and Workbooks

A. Continental Press
1. "Playing with Numbers" 1 and 2
2. "Number Concepts" 1 and 2
3. "Measurement" 1 and 2
4. "We Work with Numbers" 1 and 2
5. "Happy Trails in Numberland" 1 and 2
6. "United States Money" 1, 2 and 3
7. "Time" 1 and 2

B. Educational Publishing Corp., Darien, Conn.
1. "Everyday Arithmetic Made Easy" 1

C. Follett Publishing Company, Chicago, Illinois
1. "Come and Count"--Leila Armstrong

D. John Day Company, New York, New York
1. "Basic Lessons for Retarded Children"

V Games and Toys

A. Milton Bradley, Springfield, Mass.
1. "Jollytime Dominoes"
2. "Candyland"
3. "Uncle Wiggly"

B. Lauri Enterprises, Haverhill, Mass.
1. "Fit-a-Space"
2. "Fit-a-Number"
3. "Count-a-Space"

C. Judy Company, Minneapolis, Minn.
1. "Number-ite"

READING

Aim:

1. To develop reading to the levels of individual understanding and capabilities.

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns to recognize name.	Place name on desk, chair, and all the child's belongings. Also flash card drill of names of all the children in the room.	Masking tape, magic marker, construction paper for flash cards
	Use the name tree. Place flash cards with names of all in the room. When the child can pick out his own name several times, he has earned the right to place it on the tree.	Construction paper tree, flash cards, paper apples with names to go on the tree
Learns identification of geometric figures.	Make pictures with a variety of shapes. Cut various shapes and let the children glue them on construction paper to make pictures.	Shapes of construction paper.
	Use the form board or shape sorting box.	Shape sorting box Form boards
Learns to observe likeness and differences.	Give prepared paper and have children paste like objects along side each other. Paste the red ball by the red ball- the blue square by the blue square.	Make paper by pasting one red ball, one green tepee, one blue square. Give children paste and cut out red balls, green tepee and blue squares.

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns left to right sequence.	Practice following from left to right.	Mimeographed worksheets (teacher made)
	Use Filmstrip.	Eye Gate Filmstrip #85 "Left to Right Sequence"
Learns symbol recognition.	Child is to circle all that match the object in left hand box. Use with letters and numbers.	Make stencil with lines drawn and a box on left side of paper. A A B D A E / + + 0 + 0 + / F F D A F D
	Use Filmstrip.	State Department of Education Filmstrip--Reel 8-Frames 15-22
Learns to match letters.	Have the child look at a card with one letter on it and then find the corresponding letter on the wall cards.	Utilize the alphabet usually found on the wall of each school. Use flash cards that have one letter per card.
Recognizes protective vocabulary.	Drill with cards using such words as: stop, go, hot, cold, poison, help, in, out, up, down, and rest room signs.	Cards of construction paper or oak tag
	INTERMEDIATE	
Learns to match.	Use prepared sheets. Match like words by connecting with lines.	"We Get Ready to Read", Continental Press
	Play games.	"Object Lotto"
Learns story telling.	Have the child develop a story about a picture. Make experience chart story, using a small number of words, repeated frequently.	Interesting pictures Chart tablet or chalk board for writing story
Recognizes things missing in a picture or sequence of pictures.	Show pictures with parts missing. Use parts of the body to start. Play games.	"What's Missing Lotto" Ideal Charts "Judy See-Quees"

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns direction.	Hold an object such as a pencil or book in different positions--over, under, in, behind, beside the desk, have the child identify the location.	
Learns word recognition.	Have the child point out which rest room he should use by identifying the signs. Walk in the community to see signs in use such as, in, out, stop, walk, don't walk, push, pull, keep off.	Make a chart showing words with the same meanings--ladies, girls, women, etc.
	YOUNG ADULT	
Reads.	Give practice in recognizing the protective and vocational vocabulary.	Flash cards
	Proceed with standard reading materials for any pupil who is capable of handling it.	Pre-primer and primer materials Advanced materials if and when needed
Colors on direction.	Have the pupil color according to printed directions.	Make a stencil with a variety of objects and write specific color on each.
Learns to shop.	Give the pupil a list for shopping and have him go to the play store and fill the basket with those things on the list. Make a trip to the real store and let him do the same, with supervision.	Items for the play store

SUGGESTED LIST OF KEY WORDS IN "ACADEMICS"

Address
Admittance
Advise
All
Assemble
Assign
Attach
Big
Boil
Bottom
Bundle
Bus
Caution
Chairs
Cleanliness
Clip
Coat
Cold
Count
Cup
Cut
Danger
Date
Down
Dozen
Draw
Empty
Entrance
Exit
Factory
Fall
Fasten
Feet
Filing
Five
Follow
Fold
Four
Full
Fragile
Frying
Gallon
Gentlemen
Go
Group
Hammer
Help
Hot
House
In
Inches
Item
Job
Keep
Ladies
Less
Line
Liquid
Listen
Little
Many
Materials
Measure
Men
Minute
Mix
More
Name
Neat
Neighbor
No
Numbered
Off
One
One-half
One-quarter
Open
Order
Out
Package
Pass
Pile
Pint
Place
Poison
Pound
Practice
Project
Pull
Push
Quart
Quiet
Rules
Rush
Run
Safety
Same
Saw
Screw
Shop
Size
Slow
Smoking
Sort
Spring
Stack
Stock
Stop
Summer
Supervisor
Tables
Tablespoon
Telephone
Ten
Three
Tie
Time
Tool
Top
Two
Up
Walk
Wait
Warm
Winter
Woman
Work
Yards
Yes

Protective vocabulary would include such words and phrases as:
Stop, go, wait, walk, bus stop, railroad crossing, private, drop coin here, keep hand inside windows, watch your step, in out, do not push, wait your turn, look both ways, sit down, be quiet, danger, don't stand up, keep hands off, stay off grass, hot, cold, poison, exit, ladies, women, girls, men, gentlemen, boys, do not touch, off, on, etc.

SUPPLEMENTARY MATERIAL
READING

I Filmstrips
- A. Eye Gate Filmstrips
  1. No. 85A--"Recognition Phases"
  2. No. 85B--"Auditory Discrimination"
  3. No. 85C--"Story Practices"
  4. No. 85D--"Visual Discrimination"
  5. No. 85E--"Classifying"
  6. No. 85F--"Similarities"
  7. No. 85G--"Differences"
  8. No. 85H--"Alphabet"
  9. No. 85I--"Left to Right Sequence"
  10. No. 85J--"Stories for Special Days"

II Duplicating Materials and Workbooks
- A. Continental Press, Elizabethtown, Mass.
  1. "Rhyming" 1 and 2
  2. "Visual Discrimination" 1 and 2
  3. "Visual Motor Skills" 1 and 2
  4. "Beginning Sounds" 1 and 2
  5. "Thinking Skills" 1 and 2
  6. "We Learn to Read" 1 and 2
  7. "Useful Language" 1 and 2
  8. "A B C Book"

- B. Follett Publishing Company, Chicago, Ill.
  1. "Come and See"--Leila Armstrong
  2. "Come and Hear"--Leila Armstrong

- C. The John Day Company, New York, N. Y.
  1. "Basic Lessons for Retarded Children"

III Games
- A. Ed-u.Cards
  1. "Objects Lotto"
  2. "Zoo Lotto"
  3. "Farm Lotto"

- B. McGraw-Hill, Inc., New York, N. Y.
  1. "Observation Lotto--How We Live"
  2. "Observation Lotto--What's in a Store"

C. Lauri Enterprises, Haverhill, Mass.
1. "Alph Space"

D. Gerrard Press Publishers, Champaign, Ill.
1. "Happy Bears"

E. Milton Bradley, Springfield, Mass.
1. "Picture Words for Beginners"

IV Records
A. Bowmar Records, Los Angeles, California
1. "Singing Sounds"
B. Walt Disney
1. "Acting out the A B C's"

SCIENCE

Aims:

1. To develop an awareness of seasons.
2. To develop an understanding of weather and proper response.
3. To gain understanding of plant and animal life and their uses.
4. To learn the source of our foods.
5. To learn the functioning of simple machines.

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Recognizes and names familiar animals.	Use pictures or flannel board cut-outs. Teach the child to associate sounds with the animal which makes it.	Large, brightly colored pictures Records of animal sounds
Learns about animal babies and their homes.	Use Film Strips. Use mimeographed sheets.	Reel 4 and 5, State Department Filmstrips Continental Press
Learns to care for own pets.	Allow the children to have an aquarium or other pet and let them share the responsibility of caring for them.	Aquarium, fish or other pets
Learns proper attitude toward strange animals.	Talk about animals that are friendly and those which must be left alone. Emphasize through movies and filmstrips.	Movies Filmstrips--Reel 2--Frames 42 and 43 State Department of Education
Observes weather.	Have the children dress a doll to be appropriately dressed for current weather. Make a weather chart. Use simple weather symbols such as smiling sun, cotton for clouds,	

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	umbrella for rain, face with puffed cheeks for wind. Enter on calendar-type chart.	
	Make pinwheels.	
Gains understanding of the three elements--earth, water, and sun for plant growth.	Demonstration of plants growing in classroom.	
	Demonstrate how plants drink water. Put a stalk of celery or a white cut flower, in a container of water which has had a few drops of food coloring added. Observe it throughout the day to watch the water travel up the stem.	Stalk of celery Container of water Food coloring
	Place two seeds in individual pots. Water. Place one in sunlight and one in the dark. Observe the difference in growth and impress how the sunlight helped it grow.	Seeds and small pots

INTERMEDIATE

Learns the purpose of plant life--for food and for beauty.	Actually plant a garden which includes flowers and edible plants. Emphasize the sequence from planting the seeds to harvest.	Garden spot, seeds, root plants and garden tools
Learns how animals are useful to man.	Use films and filmstrips on animals.	Films that are good in this area are usually available through the local Dairy Council.
Learns how temperature varies inside and outside.	Have both indoor and outdoor thermometers visible to children. Construct paper thermometers so the child can chart daily temperatures. Show how heaters	

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	elevate indoor temperatures.	
Learns signs of various seasons.	Use filmstrips, magazine pictures and stories about signs of each season. Take field trips and walks to observe such.	SVE Educational Filmstrips
Observes what different elements of weather may forecast.	Have children observe sky, clouds and wind in rainy weather. Observe wind motion seen outdoors in trees, flag, etc. Train children to take proper caution in impending storm, through information and drill.	
Learns that some plants are harmful.	Discuss most common poisonous plants and berries the child is apt to find. Show pictures and use films if available.	Pictures, films, etc.
Learns various forms of moisture.	Demonstrate how snow and ice melt to form water. Show how water, when frozen, becomes ice.	
Discovers that magnets pick up things made of iron.	Put safety pins in a glass of water. Let the children use a magnet to remove pins. (Be sure pins are not nickel-plated brass)	Safety pins, glass of water, magnet
	YOUNG ADULT	
Learns nutritional value of a balanced diet.	Have pupil cut out pictures and plan well balanced meal.	
	Use available pamphlets on food and its sources.	"Our Food and Where it Comes From" University of Chicago Laboratory School
	Use filmstrips.	State Department of Education Filmstrips--Reel 1

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learns that the earth is round and what causes day and night.	Use a globe to demonstrate the earth's shape. Locate different parts of the earth. Use a flashlight on the rotating globe to demonstrate the light and dark sides of the earth.	Globe, flashlight
Learns what causes shadows.	Cut various shapes from cardboard. Place between a light and light colored background. Observe the shadows.	Cardboard shapes, background, bright light
Learns uses for common mineral resources.	Demonstrate how coal, oil and wood produce heat when burned.	
Understands and uses simple machines:		
193 lever	Give pupils an opportunity to identify and use hammer, screwdriver, scissors. Demonstrate how the teeter-totter works and how to get proper balance.	Hammer, scissors, screwdriver
pulley	Take pupils outside to observe operation of pulley on the flagpole. Emphasize how the pulley makes the job easier.	Outdoor flagpole
wedge	Allow pupils to drive nails. Explain how nails are useful in so many ways. Discuss other useful wedges.	Nails, boards, good hammer
screw	Let the pupils use a food grinder. Point out how the screw on the inside pushes the food along. Emphasize how much easier work becomes with machines.	Food grinder

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
wheels	Let pupils construct a model car using a milk carton. Help them understand that the wheels must have axles in order to turn. Discuss how the wheel helps us in travel and transportation.	Milk cartons, thread spools, nails
Learns where various tools are used: On the Farm At Home In the City.	Make a scrapbook of tools, labeling and identifying where used and by whom.	
Learns sources of heat: sun	Place one pan of water in the sun and one in the shade. Leave for awhile. Feel the water in each pan. Point out that the sun warms the earth as it did the water.	Pan of water
artificial heat.	Have pupils observe the heat of light bulbs, stoves, etc. Point out that these are man-made ways of producing heat.	Light bulb

SUPPLEMENTARY MATERIALS
SCIENCE

I Filmstrips (ANIMAL)

A. State Department of Education Filmstrips
1. Reel 2--Frames 42-43
2. Reel 4--Frames 16-40
3. Reel 5

B. SVE Educational Filmstrips
1. No. 461-3--"Beginning Nature Study"

C. Jam Handy Filmstrips
1. No. 1150-1--"The Farmers Animal Friends"

(SEASONS AND WEATHER)

A. SVE Education Filmstrips
1. 853-SA--"The Seasons"

B. Eye Gate Filmstrips
1. "Oaktree 7"

(MACHINES)

A. State Department of Education Filmstrips
1. Reel ,--Frames 17-47

II Finger Plays (ANIMAL)

A. State Department of Education Finger Play Manual
1. "This Little Cow"
2. "Mr. Bunny"
3. "The Rabbit"
4. "Once There Was a Bunny"
5. "What the Animals Do"
6. "Creep, Mousie Creep"
7. "Mrs. Peck-Pigeon"
8. "The Crocodile"

(SEASONS AND WEATHER)

A. State Department of Education Finger Play Manual
1. "Frost
2. "Summer Rain"
3. "What Does the Hail Say?"

III Duplicating Materials (ANIMALS)

A. Continental Press, Elizabethtown, Mass.
1. "Animals and their Babies"
2. "Living Things"

(MACHINES)

A. Continental Press
1. "Science Observations" 1 and 2

(ANIMALS)

IV Songs and Records

A. State Department Music Folder
1. "Old McDonald's Farm"
2. "Animals in the Zoo"
3. "Animal Fair"
4. "Over in the Meadow"
5. "Barnyard Song"
6. "Puppy Talk"

B. Records
1. "First Pets"--Frank Luther
2. "Animal Songs"--My First Golden Record Library, Vol. 4
3. "Animal Rhythmics"--Kimbo Records, Deal, New Jersey

(MACHINES)

A. Singing on Our Way
1. "The Windshield Wiper"
2. "The Ice Box Song"
3. "The Lawn Mower Song"
4. "The Scissor Man"

V Films (WEATHER)
1. "Ways to Find Out"--Churchill-Wexler Films
2. "Whatever the Weather"--Educational Horizons Films

(ANIMALS)
1. "Forest Babies"--Grover-Jennings Productions
2. "Baby Animals"--Young America Films
3. "Farm Babies and Their Mothers"--Film Association of California
4. "Farm Animals"--Encyclopedia Britannica Films

(MACHINES)
1. "How Machines and Tools Help Us"--Coronet Instructional Films

BIBLIOGRAPHY

Baumgartner, Bernice B., The Illinois Plan for Special Education of Exceptional Children.

Cruickshank, William M., Bentzen, Frances A., Ratzeburg, Frederick H., Tannhauser, Mirian T., A Teaching Method for Brain-Injured and Hyperactive Children. Syracuse 10, New York: Syracuse University Press, 1961.

Frankel, Max G., Hopp, William F. and Smith, Maurice P., Functional Teaching of the Mentally Retarded. Springfield, Illinois: Charles C. Thomas, Publisher, 1966.

Garton, Malinda D., Teaching the Educable Mentally Retarded. Springfield, Illinois: Charles C. Thomas, Publisher, 1965.

Kolburne, Luma Louis, Effective Education of the Mentally Retarded. New York, New York: Vantage Press, 1965.

Kephart, N.C., The Slow Learner in the Classroom. Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.

Molloy, Julia S., Trainable Children. New York, New York: The John Day Company 1963.

Perry, Natalie, Teaching the Mentally Retarded Child. New York, New York: Columbia University Press, 1960.

Pollock, Morris P. and Miriam, New Hope for the Retarded. Boston, Mass: Porter Sargent, Publisher.

Rosenzweig, Louis E. and Lang, Julia, Understanding and Teaching the Dependent Retarded Child. Darien, Connecticut: Educational Publishing Corporation, 1960.

Curriculum Guide for Mathematics. St. Louis Public Schools

Slow Learner Curriculum Guide Books 1 and 2. St. Louis Public Schools.

Vineland State School Course of Study for Trainables. Vineland, New Jersey.

Weber, Elmer, Educable and Trainable Mentally Retarded Children. Springfield, Illinois: Charles C. Thomas, Publisher, 1962.

HOME LIVING:

Committee

Chairmen:	Mary Jo Kirkey	Springfield
	Janice King	Springfield
Original Members:	Frances Bridges	Rolla
	Hattie Davenport	Neosho
	Georgia Beason	Marshfield
Reactor Members:	Ruby Rhodes	St. Louis
	Mildred Williams	St. Louis
	Edna Carroll	Hannibal
	Kathryn Reed	Montgomery City
	Betsy Petry	Milan
	Beulah Hill	Buffalo
	Esther Callens	Hayward
	Geneva Chapman	Kennett
	Ressie Brock	Kansas City
	Barbara Zeulie	Kansas City

HOME LIVING

INTRODUCTION

Home living is a very basic part in the training of the retarded child because he will be living in some type of home throughout life. In a home each member of the family feels that he belongs, and is secure. The needs of the retarded child as a family member are no different from those of any other family member.

In order to feel that he belongs and is a useful member, he must be able to function well within the family. If the child can be taught to accept certain types of responsibility, he has a far better chance of being accepted as a contributing member of the family.

Home living can be introduced in the early school years through such means as a play house or play corner set up in the classroom. As the child progresses, the skills and work habits introduced in the play corner can be further developed and put to practical use at lunch time, clean up, etc.

Household tasks should be taught in sequential order giving guidance and help when needed. Although the trainable child never learns to manage a home independently, with extensive training he can learn to use some of the modern household equipment and do many household tasks.

Planning a program for a young adult should be a cooperative effort of the parent and teacher.

HOME LIVING

Aims: The purpose of the home living area is to develop a knowledge of simple daily tasks which these individuals may be capable of performing in the school, home, and community, and to work toward the development of a better adjusted individual.

FOODS AND NUTRITION

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Choose a balanced diet (include meat group, vegetable and fruit group, milk group, and bread and cereal group),	Cut and paste magazine pictures of food.	daily food guide magazines paste scissors construction paper flannel board nutrition pictures for flannel board food models and stands filmstrips Reel 1, Frame 14
Learn source of foods (animals, gardens, trees, fields).	Make scrapbooks and bulletin board displays.	
Plan simple meals.	Use discussion to learn different types of food and why they are needed.	
Learn to select foods in store.	Visit grocery store. Show food displays.	
Learn to prepare a simple meal.	Stress using care around cook stove and kitchen appliances.	Cook stove Electric mixer Electric blender " toaster " skillet " coffeemaker
	Prepare vegetables, both fresh and frozen.	Spatula, pans, lids, skillets, paring knives, carving knives, mixing spoons, vegetable scraper,
	Make simple dessert (instant pudding, jello).	
	Make cocoa.	

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
		measuring spoons, vegetables, salad dressing, dishes, silverware, meat, flour, jello, seasonings, fruit, cake mix, tv dinner, pudding mix, etc.
Learn to clean-up after a meal.	Scrape and stack dishes.	
	Straighten dining area.	
Learn proper storage of food items.	Refrigerate specific items such as milk.	

CLOTHING

PRIMARY

Learn to identify needles, thread, thimble, sewing machine, and know what they are used for.	Use sewing cards to get used to needle and thread and see how they are used.	needles thread scissors sewing cards storage for supplies
Learn proper use of scissors and care of supplies.		
Learn proper dress for season.	Discuss need for appropriate wrap in different season or weather.	
Learn proper care of clothes.	Practice putting coat and cap or dress on hanger.	hangers clothing items clean and soiled clothes
Learn to put soiled clothes in proper place.	Put soiled clothing in hamper.	

HOUSEHOLD CARE

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Laundering.	Know what to do with own clothing.	soiled clothing washer, dryer
	Fold some dried items.	
	Transfer from washer to dryer or to basket.	
Making the bed.	Removing the sheets from the bed.	bed bed linen
	Putting in proper place (hamper).	storage area
Cleaning	Dust furniture.	furniture polish, dust rag
	Empty trash.	trash baskets,
	Use certain vacuum attachments.	vacuum cleaner and attachments, rugs
	Shake small rugs.	
Yard work	Pick up trash.	rake
	Take care of playground area.	garden hose
	Water plants.	
	Dispose of raked leaves, etc. (no burning)	

HOME LIVING

INTERMEDIATE

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Choose a balanced diet (include meat group, vegetable and fruit group, milk group, and bread and cereal group).	Show daily food requirements on flannel board. Set up proper diet with food models.	daily food guide magazines paste scissors construction paper flannel board nutrition pictures for flannel board food models and stands filmstrips Reel 1, Frame 14
Learn source of foods (animals, gardens, trees, fields).		
Learn weights and measures.	Weigh food items such as sugar, butter, etc. Stress ounce and pound weights. Count a dozen (eggs, oranges). Measure units of pint, gallon, quart, cup, ½ cup, teaspoon, tablespoon, etc. (may use water) Show peck and bushel containers. Show stalk and bunch.	kitchen scale containers including pint, quart, gallon, peck, bushel, teaspoon, tablespoon, cup. vegetables in bunches and stalks
Plan simple meals.	Make scrapbook of foods for each meal. Plan shopping lists for groceries. Paste newspaper ads on filing cards allowing 2 or more for each child. Help child to read name of item and cost. Make a list of items on blackboard.	filing cards newspaper ads construction paper

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Learn to select foods in store.	Visit grocery store and show all food displays. Purchase some food items. Show how to select fresh fruits and vegetables.	shopping list money
Learn to prepare a simple meal.	Stress care in using kitchen appliances and utensils and proper storage when not in use. Study oven temperatures.. Practice using pots and pans, knives, mixing spoons, etc. safely. Practice measuring dry and liquid ingredients. Prepare vegetables and fruits, fresh and frozen. Arrange salad. Prepare meat. Make simple dessert. Make cake from mix. Bake TV dinner.	cook stove electric mixer " blender " toaster " skillet " coffee maker spatula, pans, lids, skillets, paring knives, carving knives, mixing spoons, vegetable brush, measuring spoons, vegetables, salad dressing, dishes, silverware, meat, flour, jello, seasonings, fruit, cake mix, tv dinner, pudding mix, etc.
Learn to set a table and serve a meal.	Practice setting table correctly using dishes, silverware and napkins. Place food on table. Serve drinks, bread and butter. Remove plates and food from table.	table tablecloth napkins plates, cups, etc. silverware Note: May make a diagram of place setting on large piece of cardboard by

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Serve dessert.	drawing around plate and cup, etc. and child fits utensils where they be'ong. Gradually dispense with pattern.
Learn to clean-up after a meal.	Scrape and stack dishes. Wash dishes in hot water with measured detergent in following order: 1. Glassware 2. Silverware 3. China 4. Pots, pans, cooking utensils. Rinse in hot water in same order. Dry and place in storage areas. Clean sink, stove, refrigerator, and food preparation areas. Clean and straighten dining area.	dishes dish cloth or sponge towels sink dishpan detergent storage units
Learn to pack a lunch.	Prepare sandwiches and wrap in waxed paper bag. Wrap or sack potato chips, cookies, corn chips, etc. Rinse and fill thermos with hot and cold liquids.	lunch box or paper bag waxed paper plastic wrap plastic bags thermos bottle food
Learn proper storage of food items.	Store food items using foods or pictures. Make scrapbook of food storage pictures. Stress prevention of food spoilage	food storage units, cabinets, canisters, bread boxes, refrigerator, refrigerator bowls, paste, scissors, construction paper magazines

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	by keeping food containers covered and refrigerating opened canned goods. Stress using care with insecticides near foods. Read poison and caution on cans of insecticides.	
	CLOTHING	
	INTERMEDIATE	
Learn to sew by hand. (Thread needle, tie a knot, turn down hem, pin hem, baste, sew on buttons). Learn to sew by machine. (Connect and disconnect electric machine, turn on light, sew straight seam, control speed of machine, treadle machine).	Use careful instructions and demonstrations. Hem tea towels or pillow cases. Hem cotton skirts. Sew buttons, snaps, hooks.	pins buttons thimble sewing machine (electric and treadle) Note: May use lined paper to sew straight lines at first.
Learn to coordinate colors in own dress. Learn proper dress for season.	Practice choosing colors that go well together. Discuss need for appropriate wrap in different season or weather.	extra clothing item or magazine pictures.
	HOUSEHOLD CARE	
	INTERMEDIATE	
Laundering	Care for and fold rough dried clothes.	soiled clothing detergent bleach

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Wash small items by hand.	clothes line and clothes pins sprinkler
	Sprinkle dry clothes.	plastic bag
	Use clothes line.	
Making the bed.	Make a bed.	bed bed linen
	Fold blankets, sheets.	storage area
Cleaning.	Sweep floor.	kitchen equipment broom
	Use vacuum cleaner and attachments.	vacuum cleaner and attachments
	Dust and polish furniture.	wax, furniture polish, dusting cloth rugs
	Empty and clean trash and garbage cans.	
	Shake rugs.	
Yard work.	Rake leaves and grass.	rake garden hose
	Trim grass.	sprinkler, bucket containers for trash, leaves
	Shovel snow.	shovel
	Water lawn.	*mower clippers (hand)

*at discretion of teacher

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Choose a balanced diet (include meat group, vegetable and fruit group, milk group, and bread and cereal group).	Show daily food requirements on flannel board. Set up proper diet with food models.	daily food guide magazines paste scissors construction paper flannel board nutrition pictures for flannel board food models and stands filmstrips Reel 1, Frame 14
Learn source of foods (animals, gardens, trees, fields).		
Learn weights and measures.	Weigh food items such as sugar, butter, etc. Stress ounce and pound weights. Count a dozen (eggs, oranges). Measure units of pint, gallon, quart, cup, ½ cup, teaspoon, tablespoon, etc. (may use water) Show peck and bushel containers. Show stalk and bunch.	kithcen scale containers including pint, quart, gallon, peck, bushel, teaspoon, tablespoon, cup. Vegetables in bunches and stalks
Plan simple meals.	Make scrapbook of foods for each meal. Plan shopping lists for groceries. Paste newspaper ads on filing cards allowing 2 or more for each child. Help child to read name of item and cost. Make a list of items on blackboard.	filing cards newspaper ads construction paper

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Working out costs of foods for planned meals. Total costs of newspaper items.	

REINFORCE LEARNINGS LISTED FOR INTERMEDIATES

CLOTHING

YOUNG ADULTS

	LEARNINGS	ACTIVITES	MATERIALS AND EQUIPMENT
	Learn to embroider, knit, weave, crochet.	Practice using different threads and yarns.	knitting and crochet needles yarn thread
	Learn to thread machine and fill bobbin.	Practice threading machine.	extra bobbins
	Learn to make a simple garment.	Shop for material, pattern, etc.	cloth, pattern, trim, buttons, zipper, tape measure yardstick
		Lay out pattern on cloth, pin, and cut out.	

HOUSEHOLD CARE

YOUNG ADULTS

210	Laundering	Sort soiled clothes and put them in a machine.	soiled clothing detergent bleach
		Use bleaches, both liquid and powder.	spray starch clothes pins
		Use the dryer and clothes line.	iron ironing board
		Do simple ironing.	washer, dryer sprinkler
		Use spray starch.	plastic bag
	Making the bed.	Change the linens.	bed bed linen
		Launder linens.	storage area
		Store linens in proper place.	
	Cleaning	Wash cupboards and shelves. Wash windows and sills.	kitchen equipment cleaning products such as, powdered cleanser, detergent

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	Clean refrigerator.	sponges, clean rags, mop, broom, bucket, wax, polish, window cleaner vacuum cleaner and attachments
	Sweep floor and mop.	
	Wax furniture and floor.	
Yard Work.	Demonstrations and participation in actual experiences.	rake gardon hose sprinkler, bucket containers for trash, leaves shovel
Weed, cut grass, trim. Shovel snow. Water grass, hedge trimming.	Burning only at discretion of teacher and direct supervision.	*mower clippers (hand)
		*at discretion of teacher

FOODS AND NUTRITION VOCABULARY

Equipment and Appliances:

pans
skillet
egg beater
spatula
pancake turner
mixing spoons
tongs
fork
carving knife
paring knife
vegetable scraper
coffee maker
refrigerator
toaster
mixer
electric skillet
cookie sheet
cake pan
roasting pan
broiler
measuring cups (1, ½, ¼, 1/3)
measuring spoons (1 teaspoon, 1 tablespoon, ½t., ¼t.)

Cooking Terms:

peel
pare
slice
mince
break
boil
fry
roast
stew
saute
braise
broil
brown
salt
stir
mix
add
beat
flour

Vegetables:

potatoes
beets
carrots
onions
lettuce
broccoli
cauliflower
spinach
peas
asparagus
tomatoes
cabbage
celery
parsnips
brussel sprouts
lima beans
radishes
squash
cucumbers
green peppers

Fruits:

oranges
apples
pears
bananas
cherries
strawberries
blackberries
lemons
grapefruit
tangerines
peaches
plums-prunes

Vocabulary (continued)

Meats and Substitutes:

roast
chops
steaks
spareribs
beef
pork
liver
lamb
chicken
duck
turkey
goose
venison
fish
cheese
eggs
ham
bacon
hamburger

Cereals and Bread:

rolls
white bread
whole wheat bread
rye bread
raisin bread
corn bread
biscuits
pancakes
waffles
oatmeal
flour
corn meal
dry cereals

Fats and Shortenings:

butter
margarine
lard
cooking oil
shortening

Spices and Seasonings and Sugars:

garlic
onion
salt
pepper
paprika
chili powder
nutmeg
cinnamon
allspice
cloves
baking powder
baking soda
molasses
granulated sugar
brown sugar
powdered sugar
honey
syrup

SEWING VOCABULARY

needle
thread
cloth
treadle
machine
electric
bobbin
presser-foot
wheel
plug
buttons
knot
scissors
embroidery
patterns
darts
back-stitch
French knots
cross stitch
single seam
French seam
basting
whipping
gathering
ruffling
attachments
slip-stitch
pleat
clothes brush
money
dress
cap
under-clothing

hemming
hooks & eyes
snaps
belts
buckles
bows
ric-rac
hemming tape
bias tape
spool
tape measure
yardstick
thimble
pins
tuck
facing
press
sleeve
bodice
skirt
collar
button-hole
zipper
trim
notch
clip

BIBLIOGRAPHY

Houston, Lois B. Oellerich, D. W., Pursley, Worman B., A Curriculum Guide for Teachers, Georgia: Gracewood State School and Hospital Print Shop. 1963.

Curriculum Guide for Teachers of Trainable Mentally Retarded Children. Oklahoma: State Board of Education 1959.

What's New in Curriculum Planning. Illinois: National Association for Retarded Children, 1962.

Kirk and Johnson, Educating the Retarded Child, Massachusetts: The Riverside Press 1951.

Johnson, Curtis, Keaster, Speech Handicapped Children, Harper and Brothers: New York, 1956.

Baker, Exceptional Children, The Macmillan Co. New York, 1962.

More Effective Teaching Through Understanding, Ohio Department of Mental Hygiene and Correction, Columbus, Ohio.

VOCATIONAL PREPARATION:

Committee		
Chairman:	Blanche Corrigan	Jefferson City
Original Members:	Jack Bowie	Monett
	Arthur Alexiou	Springfield
	Violet Ranum	North Kansas City
	Mildren Gunter	Kansas City
	Carole Wheeler	Fulton
Reactor Members:	Barbara Henley	Hickman Mills
	Neal DeShon	Raytown
	Alice Hanna	Montgomery City
	Reubie Huckstep	Charleston
	Mary Otte	Union
	Virgle Weaks	Caruthersville
	Nellie Puckett	Hayward
	Allen Devitt	Springfield
	Charles Bowles	St. Louis
	Finest Gilkey	St. Louis

VOCATIONAL PREPARATION

INTRODUCTION

Through work, a trainable mentally retarded person can identify with the realistic aspects of society and learn either directly or indirectly what adjustments are necessary, on his part, to become a competitive member of society.

The trainable mentally retarded young adult, like other individuals, should be prepared to live in society to the extent of his capabilities. It is the responsibility of the workshop instructor to guide, assist, or make the young adult aware of his occupational potential, aptitudes, and abilities. The instructor should gear the instruction to the level of each individual's development.

The young retarded adult should be treated at all times as an adult in order that he realize he is an adult in the eyes of society.

It is a great economic gain to prepare a trainable retarded person to become a wage earner and citizen. The cost of service will be returned many times in increased earnings and economic productivity.

GOALS

PRIMARY

1. To initiate good work habits.
2. To learn to complete tasks once begun.
3. To learn to follow directions.
4. To learn proper care, identification and handling of tools.

INTERMEDIATE

1. To realize responsibility of job assignments.
2. To learn to use production line system (team work)
3. To develop ability to leave one activity and pick up another with the least amount of explanation, talk, or time.
4. To learn functional academic skills as applied to a workshop situation.

GOALS (CONTINUED)

YOUNG ADULT

1. To realize he is an adult in the eyes of society.

2. To develop practical application in his understanding of language and numerical skills as related to his work activity.

3. To provide experiences in adapting his vocational training to a work situation. See sample Job Study #7.

4. To develop work skills that will be usable in his community employment. See sample Job Study #1.

AIMS

As a trainable retarded individual increases in age, his attention span will have lengthened so that he is able to do a job at various work period intervals.

It is hoped that by the time a trainable young adult is ready for a workshop emphasis program, he will be able to stay with a task for at least two hours with only a short break. To develop the ability to leave one job and pick up another with the least amount of explanation, talk, or time wasted is another aim to strive for in a workshop emphasis program. This should be done when a demand arises or purposely in order that the trainable young adult can be trained to make such an adjustment without frustration.

VOCATIONAL PREPARATION

PRIMARY

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Use of tools.	Tools should be introduced to each group. The type of tools introduced will vary from group to group.	Claw hammer Screw drivers (standard) Nails-varied sizes (large heads) Screws-large heads Sandpaper (smooth) Blocks of soft wood Procedure: The group should be introduced to the basic tools, one at a time. The introduction should be such that it will create interest and safety, Example: If the claw hammer is to be introduced, a knock-out peg board could be used to create interest and to develop proper eye-hand coordination.
Following directions.	Make chart and assign individual room duties relative to clean up and storage.	Construction paper Symbols, cut outs of tools
	Sort mixed nails, nuts, and bolts.	Nails, nuts and bolts Muffin tins or cans Procedure: Demonstration of each task is essential; observe child in routine as needed. Recognize successful completion of task by child.
Punctuality and time economy.	Mark the beginning of each work period with a small bell or chimes.	Small bell Wood chimes Procedure: Indicate completed work by symbols in primary group only.

INTERMEDIATE

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Use of tools.	The child should first be able to identify the tool and know proper safety precautions in using the tool before he works at any project.	Screw driver (Phillips) Coping saw Pliers Square C clamps Sandpaper (smooth, intermediate, coarse)
Following directions.	Stress proper way to use real tools--hammer and saw. Demonstrations for each pupil as well as group. Have student demonstrate each tool individually before using it on his own. Distribute and pick up equipment. Assign routine projects of greater difficulty after ability to handle tool has been satisfactorily proved. Allow student to "work on his own" after demonstration by teacher of each step. Good projects--nail board for thread; cigar box cradle.	Hammer and saw Rough lumber Sandpaper

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Use of tools.	Teach safety precautions and proper procedures in using power tools.	Hand saw Hack saw *Electric jig saw *Power sander Wooden mallet Chisels *If available Procedure: When a project is to be made, use only the tools learned because if a tool is used without the proper instruction, the children will learn wrong habits and may not be able to relearn the right habits. Keep in mind that neatness and the proper care of tools is just as important as learning and using the tools. Replace hack saw blade. Replace paper on sander.
	Assign specific project after individual demonstration of ability to handle the tools involved.	Use of chisel.
Use of transportation.	Use of bus transportation. Recognizing bus stops.	Real money Local bus transfers Tokens, where used Time schedules Local bus systems Procedure: The teacher could teach the children to use the bus in order to get to and from home and the workshop.

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
		Procedure: (continued) The teacher can arrange with the local bus company to teach this area. The teacher can go with the children, teaching them how to behave and ask for transfers, if needed, and name of street. The teacher can do this for a period of time or until she knows the individual understands. Then, for the solo flight, the teacher can start the individual out and follow the bus by car to see if the child can do this independently. The child should experience this, himself, in order to gain independence and assurance.
Punctuality and Time Economy	Recognize promptness by giving leadership role. Have a planning session before any project is started. Report to the teacher when a task has been completed. Disassociate pupils from charts by establishing a routine of work.	
Respect of property (public and private).	Construct litter bags. Pick litter from school area, allowing the child to independently go about school area (supervision lessening as child shows ability.)	Trash cans, rakes, etc.

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Fulfill own responsibilities.	Draft registration. Identification card. Social Security.	Talks - films Daily habits Procedure: The "young adult" should be treated as an adult at all times in order that he realize that he is an adult and assumes his own responsibilities expected by society.

REINFORCEMENT OF FUNCTIONAL ACADEMICS

YOUNG ADULT

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
Reading A. Personal Identification	1. Write name, address, phone number - Father's name or Guardian's name. 2. "Sign in" and "out" on chart each morning and afternoon. 3. Endorse checks.	1. Names, etc. written on cards, taped to desks. Phone book. 2. Make charts for a week and hang near door - Pencil attached.
B. Functional Reading 1. Reading for Safety- Common signs of community service.	1.(a) Play games with words - flash signs before class - choose up sides for teams and give points for each word recognized. (b) Use these words for writing practice. (c) Read signs whenever he sees them.	1. Folder containing over 100 common signs in color arranged by Fern Tripp, 1958 Copyright, 2035 East Sierra Way, Dinuba, Cal. Records, Columbia, Decca, "Songs of Safety," Little Golden Books.
224 2. To associate printed names with that of tools; saw, hammer, file, nails, etc.	2. Display tools with names printed on cards below tool -- remove name. Show name to child and ask him to point out tool.	2. Tools on board Name cards Tool catalogs Flannel board Projector - slides
Words used in Workshop Preparation	1. Teacher write words on blackboard or on paper. 2. Teacher pronounces word clearly and distinctly. Children pronounce word as they look at it. 3. Have children look carefully at word so as to develop an image. For brain-injured child, have word written on strip of cardboard with crayola, have child trace wood with finger. (kinesthetic method). 4. Children who can should copy the word, always have child say it as he writes. Discuss meaning of word. Use in oral sentences. Note: Use easiest words first, then	Vocabulary list available from the Speech Consultant (Mr. Jess LaPuma) State Department of Education. There are about 755 words in this list.

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
	harder ones as young adult progresses in understanding of work terms. Have young adult make a book in which he has a complete list of the above words. Review from time to time.	
NUMERICAL (Arithmetic)		
1. To count to 100 by 1's.	1. Use large wall chart with numbers on it to 100.	1. Wall chart, beans, small 1 inch of sponges, toothpicks, round sticks, pennies.
2. To count by 10's to 100.	2. Counting objects - make a counting board.	
3. Count to 12 to learn meaning of "dozen."	3. Count objects by dozens - bag and staple.	3. Small objects, small bags, stapler, egg cartons.
4. Count by 5's.	4. Make clock faces with 5 minutes marked between each hour.	
5. To tell time, to hour, half-hour, quarter hour.	5.(a) Use large clock face with movable hands (long red hand, short black one) (b) Use mimeographed sheets and have class put numbers and hands on clock face telling various times of day. (c) Use terms "5 minutes after" and "15 minutes before."	5. Cardboard clocks, large and small. Continental Press
6. Money values (a) Value of penny, nickel, dime, quarter, half-dollar, dollar - also bills. (b) About dollar signs, decimal points. (c) To write numbers using above.	6. Use real money. Practice making change. Have student carry own lunch money daily. On home visits, talk to parent about an allowance for the child for specified jobs done well and on time. Budget allowance: (a) Some for own personal needs. (b) Some saved for larger purchase. Discuss with pupils the parents' responsibility for working and having money for family needs.	6. Money

LEARNINGS	ACTIVITIES	MATERIALS AND EQUIPMENT
7. Measurements (a) To use rules, yardsticks, tape measures, scales.	1. Practice drawing lines using rulers. Measure desk tops, tables, doors, walls, etc. 2. Keep record of heights and weights of class.	1. Rulers, yardsticks, tape measures. 2. Scale
8. Skip counting by 2's, by 3's. To teach inches, yards, ½ yards, ¼ yards, etc.	1. This can be done on number lines, on rulers, on yardsticks. Measure string, yarn, ribbon, yard goods, lumber goods.	

JOB TASK SAMPLE STUDY # 1

Button Sorting

PURPOSE

To develop finger dexterity, visual discrimination, eye-hand coordination, shop acuity, and skill in sorting, packaging, counting and sewing.

MATERIALS AND EQUIPMENT

12 lbs. of assorted buttons, 5 dozen sorting trays, 12 spools # 8 thread, 12 medium needles, 12 sheets of tagboard 18" x 24", 100 plastic bags 2" x 4".

Table, chair, scissors, yardstick, stapler, box for filing button cards, and box for packages.

JOB PROCEDURE

1 lb. buttons placed on table before trainee, 6 sorting trays placed behind buttons.

Directions for trainee:
"This is a job of sorting buttons that is found in many workshops. First let us sort by color. (Place one of each color in tray for trainee). Now you see how each color has a tray. You are to work as rapidly as possible, but be sure that the same colors are together. (When all buttons are sorted by color, a color is then sorted by size.) Now take this color of button and sort by size. Large ones here, this size here, etc. (One size of button is sorted according to number of holes.) This time we will sort this group of buttons by holes. This has two holes so it will go here and the four holes will go here. (After sorted by holes), if if we have as many as six alike we will sew on cards (sho.), if we have less we will place them in a plastic sack and staple it closed, (buttons are then placed in file.)"

JOB TASK SAMPLE STUDY # 7

Wrapping Box

PURPOSE

To develop finger dexterity, eye-hand coordination, cutting, measuring, folding, and use of tape.

MATERIALS AND EQUIPMENT

Six cigar boxes, wrapping paper, and roll of tape.
Sample: Cigar box 2 3/4 x 6¼ x 8½
Paper 22½ x 13½

Table, chair, scissors, and yardstick.

JOB PROCEDURE

Cigar boxes, wrapping paper, tape, scissors, and yardstick placed on table.

Directions for trainee:
"Place cigar box in center of paper (length of box across width of paper). Take ends of paper and fold up over the box until the ends of paper meet. Holding both ends of paper together fold them down approximately 1 inch, slide hands down paper until paper is held firmly around box and then fold. Then fold it down on end of box. Holding firmly in place, then fold both corners in, creasing paper to fit firmly against box. Then fold up and secure with scotch tape. Repeat folding process on other end and secure with scotch tape."

BIBLIOGRAPHY

Appell, M. J., Williams, C. M. and Fishell, K. N. Significant Factors in Placing Mental Retardates from a Workshop Situation. Personnel and Guidance Journal, 1962, 41, 260-265.

Doll, E. A. Sheltered Workshops for the Mentally Retarded. Exceptional Children, 1958, 25. 3 - 4.

Hudson, Margaret. An Exploration of Classroom Procedures for Teaching Trainable Mentally Retarded Children. CEC Research Monograph, Series A, No. 2, Washington, D. C., Council for Exceptional Children, 1960a.

Hudson, Margaret. Lesson Areas for the Trainable Child. Exceptional Children, 1960b, 27. 224-229.

Weber, E. W. Educable and Trainable Mentally Retarded Children. Springfield: Charles C. Thomas Publisher, 1962.